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# Assessing the Relationship Between Student and Faculty Perceptions of Student Engagement at Central Mountain College

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by

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This study compared the perceptions of students versus faculty at Central Mountain College with regard to the issue of student engagement. Central Mountain College participated in the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement during the spring semesters of 2009, 2011, and 2013. The institution was provided with aggregate results from these survey administrations by the Center for Community College Student Engagement. Prior to this study, the survey results had not been accumulatively evaluated by the institution.

The study aimed to determine areas where there was congruence and incongruence between the students and the faculty so as to be able to target problem areas for improvement and to reinforce successful practices. A descriptive analysis of the survey results was conducted utilizing a framework known as the Crosswalk Tool which was produced by the Center for Community College Student Engagement. A report of institutional activities that coincided with the timing of the survey administration, and which could have had impacts on student and faculty perceptions was also prepared.

The study found little variation within student and faculty perceptions of student engagement during the three survey administrations. Despite significant physical changes to campus, and organizational changes to the institution, there appeared to be

minimal impact to the two groups' perceptions of what was taking place in the classroom. Areas of disagreement centered on student effort and involvement in their learning. These differences in perspectives highlight the need for more open communication between faculty and students, and expectations that are made clearer and more attainable to students. The study also suggested that more collaboration and congruence between the expectations of the K-12 system and higher education institutions would ease the transition to college and perhaps improve student engagement. Faculty may need to complete additional training in the area of classroom management and student success initiatives to enhance the level of engagement in their classrooms.

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# Chapter 1

## Introduction

Linda Deneen asks "[w]ho among us does not believe that engagement with the institution attracts students, ties them to us, makes them part of our community, and motivates them to succeed in their academic careers?" (2010, p. 1). The ability of an institution to engage their students and to help them persist through their educational journey to degree completion is perhaps one of the most important elements consumers of higher education should expect. Likewise, it is something institutions of higher education should be striving to accomplish, and should be measuring, as changes in operational protocols are implemented. In order to attract and retain students in the 21st century, institutions of higher education are going to have to make student engagement a focus of their practices. Initiatives like 'Complete College America', initiated in 2009, and 'Achieving the Dream', initiated in 2004, are examples of efforts to graduate more students from college (Achieving the Dream, 2014; Complete College America, 2014). It seems obvious that for these programs to be successful, the world of academia has to be adept at keeping students interested and excited about their educational journey. Perhaps the community colleges are more pressed to do this, since they traditionally serve a more complex and dynamic student base.

The role of the community college in higher education has grown increasingly important during the last several years. In a policy brief from the College Board Advocacy and Policy Center, Baum, Little, and Payea (2011) reported "[t]otal fall enrollment in community colleges increased from 5.7 million in 2000 to 6.2 million in

2005 and 7.1 million in 2009. In 2009, 2.9 million students (41% of the total) were enrolled full-time" (p. 3).

According to an issue brief released by the Center for Policy Analysis at the American Council on Education (ACE), the nation's community colleges witnessed tremendous growth in enrollment during the 1990s, outpacing all other major postsecondary institutions (2004). Clearly, this unique type of institution, which many are prone to think of as simply 'a cheaper route to a college education', seems to have become much more. Gabert (1991) described the community college in this way:

> The mission of the community college is manifested through a variety of functions which include but are not limited to:
> - Lower division preparation for college/university transfer
> - Occupational entry preparation
> - Occupational upgrading and retraining
> - Educational partnerships with business, industry, government, and other institutions
> - Education for personal growth
> - Counseling, guidance, and other supportive student services
> - Programs for special student groups, e.g., handicapped, limited English speaking, gifted, and talented
> - Basic Skill development and remediation
> - Collaborative programs and services with secondary schools, other colleges, and universities
> - General education
> - Programs of social/cultural/recreational community enrichment." (pp. 12-13)

Obvious reasons for students to begin their education at a community college include affordability and geographical convenience of these institutions as well as the fact that community colleges present a less intimidating environment to students with weak academic records (Cohen & Brawer, 2003). "The community college serves as a bridge from the local high school to a 4-year institution that is just too intimidating to attend

initially; this underscores the importance of the transfer function for the community college and its students" (Townsend, 2007, para. 7).

Clearly there are many sound reasons for students to consider a community college as the starting point in their pursuit of higher education. However, students and parents alike should be interested in the academic preparation these institutions provide as well. The US Department of Education (Hoachlander, Sikora, & Horn, 2003) tells us that "[i]n community colleges, attainment of a certificate or degree (including transfer to a 4-year institution) appears to be an appropriate measure for about 90% of students beginning their postsecondary education in public 2-year institutions" (p. 47). While the national data on degree completion rates at community colleges is available, it is likely not an accurate depiction because only first-time, full-time students, are reported, and these are not the majority of students at these institutions. Despite this context, it is reported that "among the 2005 [community college] starting cohort, only 21% of those registered as degree-seeking completed associate degrees or certificates within 150% of the normal time; at for-profit [2-yesr institutions], this figure was 58%" (Baum et al., 2011, p. 5). This discrepancy in degree completion rates between community college students and those at "for-profit" institutions is notable and should be of concern to those involved with, or looking to be consumers of, higher education.

Research investigating 'student engagement' in higher education has been ongoing since 1998. However, the vast majority of these studies have been conducted at public for-profit institutions. The National Survey of Student Engagement (NSSE) "annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning

and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college" (NSSE, 2013b).

In 2001, a similar instrument, aimed at evaluating only community college students was implemented. The Community College Survey of Student Engagement (CCSSE),

> was launched in 2001, with the intention of producing new information about community college quality and performance that would provide value to institutions in their efforts to improve student learning and retention, while also providing policymakers and the public with more appropriate ways to view the quality of undergraduate education. (CCSSE, 2013b)

There is also a faculty version of this instrument, The Community College Faculty Survey of Student Engagement (CCFSSE) (see Appendices B and C), which is intended to gather information regarding measures that faculty take to engage their students and to help them persist.

With the implementation of these survey instruments, vast amounts of data have been collected, analyzed and reported on. Unfortunately, most of the reporting has been done related to the NSSE, while only limited studies exist that examine the results being garnered from the CCSSE survey. In their piece, *Exploring Relationships between Student Engagement and Student Outcomes in Community Colleges: Report on Validation Research,* McClenney and Marti (2006) reported "there has been minimal investigation of the impact of student engagement in samples of community college students. Attempts to quantify the proportion of higher education literature that utilize community college samples consistently estimate the proportion of literature on community college samples at 10% or less" (p. 8).

Adding to the underuse of the survey data is the fact that there are notably few reports available that compare the student version of the survey to the faculty version of the survey from a given institution.

If the goal in higher education for the next decade is to keep our students more engaged and therefore to see them persist through to degree completion, the researcher believes the onus is on everyone to use the data we have been gathering and to define changes that might improve our success as well as that of our students.

**Statement of the Problem**

The American Community College plays an integral role in making higher education accessible to many citizens. Historically, there have been financial advantages, as well as geographical and philosophical reasons that have driven people to the community college. The nature of the educational setting (small class size, focus on education vs. research, athletics, etc.) at the community college offers a distinct choice for students and parents alike. However, as we progress into the 21st Century, it is becoming more common to see students that are not persisting through their educational experience. In their piece, *Educational Leadership for the 21st Century*, Hunt and Tierney (2006), indicated

> [e]xcept at our most highly selective institutions, retention and completion have long been the Achilles heel of American higher education. In the past, far too many students who enrolled in college failed to graduate, and this remains true today, although some modest gains in completion rates, mostly in technical certification programs, were made in the last decade. (p. 3)

Academia has developed survey instruments to measure the student and the faculty perceptions of why this trend might be occurring. These instruments, the National Survey of Student Engagement (NSSE) and the Community College Survey of

Student Engagement (CCSSE), as well as their faculty versions, Faculty Survey of Student Engagement (FSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE), are designed to gauge student and faculty perceptions of an institution's success in engaging students in the learning process and in retaining students through completion of their educational goals. The 21st century has brought a more diverse student population to the community colleges, and with it has come increased diversity in learning styles and classroom needs. This scenario has challenged both faculty and administrators as they strive to provide the optimal learning environment for all students.

There is a growing body of research related to the areas of student engagement, student retention, innovative teaching strategies and diversity in student support services. However, for an institution to understand how these areas apply to their students and their faculty, the institution needs to have a solid understanding of what its students are experiencing and perceiving. The institution also needs to know if these sentiments are congruent with what faculty report seeing in the classroom. Identification of areas where students and faculty agree and disagree regarding 'engagement' is key to implementing effective changes for improved learning and retention.

In his dissertation, *Assessing the Effect of Achieving the Dream Activities at Guilford Technical Community College (NC) on Student Engagement and Success*, John Chapin (2008) indicates that "a comparative study of faculty impressions of student engagement juxtaposed with students' impressions might be enlightening" (p. 168). A review of Dissertation Abstracts reveals that no such study has yet been conducted.

Central Mountain College administered both the CCSSE and the CCFSSE in 2007, 2009, 2011 and 2013. The wealth of data gathered from these survey cycles provides a solid base from which to identify areas where faculty and students have similar viewpoints on engagement, as well as areas where their viewpoints diverge. The latter should become an important tool in driving future innovations for classroom pedagogy such as learning communities, and also in shaping the approach that student support services takes with students.

**Purpose of the Study**

The purpose of this study is to describe similarities and contrasts between student and faculty perceptions of student engagement at Central Mountain College. Central Mountain College has administered the CCSSE and CCFSSE instruments four times (2007, 2009, 2011, and 2013). Only data from the 2009, 2011, and 2013 surveys were reported in an electronic form, thus these are the only instruments whose data will be used in this study. To date, none of this data has been evaluated at Central Mountain College to identify areas of congruence and dichotomy that might exist between students' perceptions of their educational 'engagement' and the perceptions of the faculty on this topic. In this study, once these patterns have been described, it will be important to consider the activities that were occurring on campus as well as initiatives that were implemented during the time of the surveys. It is believed that by conducting a review of this data, Central Mountain College will be able to better address the needs of today's students, and will help to make the careers of its faculty, staff and administrators more fulfilling and more impactful.

**Research Questions**

Using the 2009, 2011, and 2013 CCSSE and CCFSSE survey instruments, student and faculty responses will be compared in an effort to identify areas where perceptions of student engagement are similar as well as areas where these perceptions are different. A report of institutional activity during the time of the survey will be included and considered alongside the survey results. The conclusions should be helpful in guiding future efforts by faculty and administrators to improve student engagement, retention and success.

Research Question 1: In each of the three CCSSE survey years (2009, 2011, and 2013) what did the data reveal about students' perceptions of their engagement in higher education at Central Mountain College?

Research Question 2: For any significant patterns revealed in research question #1, did the pattern remain the same, or did it change over the 5 year time period, 2009-2013?

Research Question 3: In each of the three CCFSSE survey years (2009, 2011, and 2013) what did the data reveal about faculty perceptions of student engagement in their courses at Central Mountain College?

Research Question 4: For any significant patterns revealed in research question #3, did the pattern remain the same, or did it change over the 5 year time period, 2009-2013?

Research Question 5: What institutional activities and practices occurred or were implemented at Central Mountain College during the years 2009 – 2013

that could have had an impact on student engagement, retention and success?

a. Is there a relationship between the identified practices and trends observed in research questions 2 and 4?

**Definition of Terms**

*Community College Survey of Student Engagement (CCSSE)—"* is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students" (http://www.ccsse.org/).

*Community College Faculty Survey of Student Engagement (CCFSSE)*—is a research tool that "elicits information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time – both in and out of the classroom" (http://www.ccsse.org/CCFSSE/CCFSSE.cfm).

*Faculty Engagement*—refers to the methods instructors are using to promote student engagement in their courses.

*National Survey of Student Engagement (NSSE)* —is a research tool that "assesses the extent to which students engage in educational practices associated with high levels of learning and development" (http://nsse.iub.edu/html/survey_instruments.cfm).

*Student Attrition*—refers to the loss of students from their previous enrolled status, i.e., from part-time to non-enrolled or from full-time to part-time status.

*Student Engagement*—refers to the level to which students are participating in their learning process. This can include attendance patterns, participation in class discussions, class projects and study sessions with students and/or with instructors.

*Student Persistence*—refers to the length of time a student remains enrolled toward the goal of degree completion.

*Student Retention*—refers to the length of time a student remains enrolled at the institution.

**Methodology**

This is a mixed methods study using *the Explanatory Design: Follow-up Explanations Model (QUAN emphasized)*. As described by Creswell and Plano-Clark (2007), in this type of study "the researcher identifies specific quantitative findings that need additional explanation, such as statistical differences among groups" (p. 72).

The quantitative data will be acquired from Central Mountain College CCSSE and CCFSSE surveys, administered at that institution in 2009, 2011, and 2013. The quantitative analysis will be descriptive, comparing response frequencies between students and faculty on a select number of survey items related to student engagement. Data will be evaluated per survey year as well as for changes across the three-survey cycle, 2009 through 2013.

The qualitative component will include a report on institutional activities and practices related to student retention which were implemented during the time frame of 2009 through 2013.

**Limitations of the Study**

The limitations of a study pertain to factors that impact the quality of the study, but which cannot be controlled. For this study, the limitations are:

1. Not all students enrolled in the college were surveyed. Survey administration was announced ahead of time, and this could have affected attendance and thus sample size in this study. Similarly, not all faculty completed the survey as requested.
2. The two surveys being compared (CCSSE and CCFSSE) do not contain identical questions. The nature of the questions on the CCSSE and CCFSSE surveys are similar, however the wording varies slightly.
3. The survey instrument was not prepared by the researcher or specifically for the institution being studied, therefore not all of the questions may have been applicable to the student and faculty base, and subsequent answers may be misleading or inaccurate.
4. Not all questions on the survey instruments were evaluated. The researcher used questions identified by the Center for Community College Student Engagement in their Crosswalk Tool (2014). Questions not included in this tool are believed to be repetitive of the theme already addressed in the identified questions.

**Delimitations of the Study**

The delimitations of a study pertain mainly to the populations that the conclusions can generally be applied to. For this study, the delimitations are:

1. The data being analyzed only represents the student and faculty perspectives from a small, rural western community college. The conclusions drawn cannot necessarily be applied to community colleges in different demographical and geographical settings.
2. The data being used is from three different survey cycles. While this enables comparison of variables over time, and offers the ability to evaluate changes in perspective against institutional practices that might have also changed, it does restrict the researcher's ability to generalize the results to the national climate present at the time this dissertation is finalized.

**Target Audience**

This study is primarily intended to provide the Board of Trustees, the Administrators, the Faculty, the students and potential students of Central Mountain College with information about student and faculty perceptions of student engagement over the past 5-6 years. This information should help reinforce some administrative and pedagogical approaches as well as encourage change in other areas. It will hopefully help students and potential students understand the expectations of this institution with regard to achieving academic success.

**Significance of the Study**

Higher Education in the 21st Century faces challenges never before seen. Classrooms are no longer only within the boundaries of an institution's campus; students no longer rely only on paper and pencils; access to technology is no longer a privilege, it is a requirement. In order for educators to respond effectively to these changes, we must examine areas where we appear to be making a positive impact, and also areas where

there is work to be done in the eyes of our students. Community Colleges in particular must be responsive to the needs of their students, as their student base is typically much more diverse and demanding than that of the typical four-year institution.

Two surveys, the CCSSE and CCFSSE, have been designed to measure the perspectives of students and faculty respectively, with regard to the educational experience of today's learners. The data from these surveys is a useful tool for examining areas where students and faculty feel that strides are being made, as well as enumerating areas where there is dichotomy of perspectives about student engagement and effort, as well as faculty preparedness and pedagogy.

Comparing the results of the CCSSE and CCFSSE from a small western community college over the course of three survey cycles will help administrators at that campus determine if there are needs for significant change and where those changes should be targeted. It also presents an opportunity to commend students and faculty for efforts that seem to encourage persistence and ensure retention.

The purpose of conducting survey research should be to validate approaches or to justify changes in approach; this study will help this institution, and perhaps others with similar demographics, ensure that they are proceeding into the 21st Century in a dynamic and responsible fashion.

**Summary**

The 21st Century poses new challenges for higher education. Students enter these institutions with different goals, values and skills than those who walked the same halls a decade earlier. In order to be responsive to the needs of these students, to keep them engaged and to retain them through their educational journey, College Boards,

Administrators, Faculty, and Staff must become aware of what it takes to help these students persist.

There are valuable research tools in existence that help both four-year institutions and community colleges monitor student perspectives on engagement. Likewise, faculty perspectives are able to be evaluated. The responsibility of institutions that administer these research tools is to ensure that the data is being evaluated and that modifications in practice are shaped, at least in part, from those results in order to effect the most meaningful change.

Central Mountain College is a small western community college. It has accumulated a wealth of information through the repeated administration of both the CCSSE and CCFSSE survey instruments, and by evaluating this data in terms of student vs. faculty perceptions it is hoped that patterns of congruence as well as dichotomy can be emphasized and used to guide institutional practices going forward. Additionally, this research will add something new and unique to the growing volume of information related to student engagement, persistence and retention in higher education.

# Chapter 2

## Literature Review

In his dissertation, *Assessing the Effect of Achieving the Dream Activities at Guilford Technical Community College (NC) on Student Engagement and Success*, John Chapin (2008) utilized the Community College Survey of Student Engagement (CCSSE) as a tool to evaluate changes in student persistence and success during a time period where Achieving the Dream initiatives were being implemented. After completing this study, he recommended that "[a] comparative study of faculty impressions of student engagement juxtaposed with students' impressions might be enlightening" (Chapin, 2008, p. 168). Central Mountain College is poised to offer such a comparison, since it has three Community College Survey of Student Engagement (CCSSE) (see Appendix A) evaluation cycles, coupled with three Community College Faculty Survey of Student Engagement (CCFSSE) (see Appendix B and C) cycles.

In order to help the reader appreciate the significance of comparing student versus faculty perspectives on student engagement, the researcher feels that it is necessary to review the role of the community college in higher education, to explain the meaning of 'student engagement' as it applies to higher education, and to describe the CCSSE and CCFSSE surveys. In this chapter, these areas will be addressed and significant academic work that relates to them will be highlighted.

### The Relevance and History of Higher Education

To enable another human being to see the world from a different perspective, to educate them, is perhaps one of the most addicting feats on earth. From its earliest beginnings, the role of higher education was to bring this new perspective and thus new

opportunities to students. Nearly 200 years ago, in The Yale Report of 1828, the faculty of Yale offered the following:

> [a] commanding object, therefore, in a collegiate course, should be, to call into daily and vigorous exercises the faculties of the student. Those branches of study should be prescribed, and those modes of instruction adopted, which are best calculated to teach the art of fixing the attention, directing the train of thought, analyzing a subject proposed for investigation; of balancing nicely the evidence presented to the judgment; awakening, elevating and controlling the imagination; arranging with skill, the treasures which memory gathers; rousing and guiding the powers of genius. All this is not to be effected by a light and hasty course of study; by reading a few books, hearing a few lectures, and spending some months at a literary institution. The habits of thinking are to be formed, by long continued and close application. (Silliman, 1997, p. 191)

At the time of The Yale Report, there were many changes occurring in society, and in the world of higher education. Much like the environment present today, there were many different opinions as to how much education people should have, and what the nature of that education should be. Yet even then, there was acknowledgement that students had to have an inner drive that was pushing them to learn, that faculty (and the institution) had the responsibility to foster and grow that desire, and that the finer details of teaching particular vocations would come only after these 'engagement' issues were addressed.

In the early part of the 20th Century there was a significant transformation in the world of higher education. This was a period of great societal change and expansion, and the institutions of higher education evolved in accordance with this growth. However, amidst this evolution, was perhaps the beginning of challenges with maintaining student engagement. Carol Gruber (1997) wrote,

> the modern university fundamentally was different in character and purpose from the college it superseded. The small, residential, closely regulated undergraduate colleges were supplanted by educational centers comprised of educational schools in law, medicine, theology, an higher arts and sciences, whose ideal intellectual climate was one of free inquiry. (p. 204)

From this point of higher education, forward to today, there has been a diversity of approaches and opinions related to how best to attract and retain students; underlying these approaches is undoubtedly the ability to keep students interested and focused on their educational goals.

**The 21st Century Community College**

At a time when our nation was working to define itself, higher education became paramount to upward mobility, both socially and professionally. Originally intended to serve as a "finishing school" for the youth of society's wealthiest and most affluent families, the American College/University tried to evolve into an institution where disciplines were mastered and a workforce was created. However, their emphasis on professional training and research prevented these institutions from realizing their goal. Citizens and community leaders knew that the College/University was not servicing the needs of all communities, and also acknowledged that all communities did not have exactly the same needs. This led to the successful creation of smaller, more focused, community based colleges. Today these colleges "try new approaches to old problems. They maintain open channels for individuals, enhancing the social mobility that has characterized America, and they accept the idea that society can be better, just as individuals can better their lot within it" (Cohen & Brawer, 2003, p. 36).

In his book, *The Community College* Story, George B. Vaughan (2006) gives a clear explanation of the purpose of a community college. He writes,

> The mission of most community colleges is shaped by these commitments:
> - Serving all segments of society through an open-access admissions policy that offers equal and fair treatment to all students
> - Providing a comprehensive educational program
> - Serving the community as a community-based institution of higher education.

- Teaching and learning
- Fostering lifelong learning. (p. 3)

These basic tenets give shape to the role that a community college plays in the higher education system. Unlike private and public universities, the community college is dedicated to affording access to higher education to all segments of the communities in which they are located. The diverse student population of community colleges, along with the diverse curricular offerings, provides the opportunity to enhance the learning environment rather than weakening it. A unique strength of community colleges is in their notable commitment to helping students excel. This commitment reveals itself in the dedication of faculty to teaching (versus researching) and facilitates new pedagogical approaches such as learning communities, developmental courses and social organizations that reflect the student demographic.

Despite these strengths, there are a number of changes taking place in higher education that have the potential to significantly alter the current operational structure and vision of many community colleges. Thomas Bailey (2002) wrote

> [a]fter several decades of growth, community colleges are now faced with a particularly challenging environment. To maintain their viability, they must respond to changes in demographic trends; conflicting expectations of students, parents, and policymakers; unstable state funding policy; and changes in pedagogic technology. Community colleges are also being threatened by new types of educational providers, potentially altering their role within the wide landscape of higher education and lifelong learning. (p. 46)

The American Association of Community Colleges (2013) maintains

> [c]ommunity colleges are a vital part of the postsecondary education delivery system. They serve almost half of the undergraduate students in the United States, providing open access to postsecondary education, preparing students for transfer to 4-year institutions, providing workforce development and skills training, and offering noncredit programs ranging from English as a second language to skills retraining to community enrichment programs or cultural activities.

The 21st Century community college will have to accept the fact that its "community" no longer resides within the borders of a particular state. With the advance of technology, community colleges must prepare for and anticipate the needs of students from virtually anywhere. Morrison and Wilson (1997) point out

> [c]ollege and university leaders are being bombarded by tumultuous forces for change as we go into the twenty-first century: virtual classrooms, global communications, global economies, telecourses, distance learning, corporate classrooms, increased competition among social agencies for scarce resources, pressure for institutional mergers, statewide program review and so on. (p. 204)

One advantage that community colleges have over universities in this quickly changing environment is that community colleges are adept at changing. Community colleges are not bound to decades of tradition and history. Rather, they are, and always have been, able to flex with the changes that take place in their community, thus ensuring that the curricula offered reflect the needs of that community. "Strong community colleges, almost by definition, reflect their local environment – the demographics, economics, and culture of their communities" (Boswell, 2002, p. 50). Whereas most universities are steeped in tradition, most community colleges are continually making curricular modifications and trying new pedagogical approaches. Simply stated, the future of community colleges resides in their willingness to rethink their mission, and to alter it where appropriate. Yet as they make operational changes, they must be mindful to ensure that their changes are aimed to keep their students engaged.

**The Concept of "Student Engagement"**

"Few terms in the lexicon of higher education today are invoked more frequently, and in more varied ways, than *engagement"* (Axelson & Flick, 2011, p. 38). The concept of student engagement applies across the educational genera, however in higher

education, it generally refers to whether or not students are participating at the expected and desired level in their academic work to remain enthused enough to persist through to completion of their educational goal. Lois Harris (2008) reported that "student engagement developed as an academic concept during the 1970's and 1980's" (p. 58). She also indicated that this concept arose due to concerns about student "*dis*-engagement" in the classroom and that "[d]esires to increase engagement have led to interest in measuring and collating data about student engagement" (p. 58).

"Student engagement and its historical antecedents – time on task, quality of effort, and involvement- are supported by decades of research showing positive associations with a range of desired outcomes of college" (Kuh, 2009, p. 698). Vincent Tinto is credited with much of the research highlighting factors that affect student persistence. In 1975, he presented a theoretical model that identified "the processes of interaction between the individual and the institution that lead differing individuals to drop out from institutions of higher education" (Tinto, 1975, p. 90). Pascarella and Terenzini (1977) added validation to Tinto's model when they looked at "the pattern of relationships between different types of student informal contact with faculty and college persistence, versus voluntary attrition, during the freshman year" (p. 542). In 1985, Bean added to Tinto's theory, concluding "peer support is [also] an important element in the retention of students" (p. 60). This early work brought an important realization to higher education; namely that not all students were alike, and that students needed to become a part of the institution in order to stand the best chance at success. Although the term '*engagement'* had not yet become widely used, the aforementioned work was certainly

illustrating the concept of student engagement as it related to retention and persistence of students.

In the early 1980's, Rosenshine (1982) asserted that if the learning environment was tailored to promote active participation by students, learning would be enhanced. Shortly thereafter, Alexander Astin (1984) presented his *Student Involvement Theory*, which "argu[ed] that a particular curriculum, to achieve the effects intended, must elicit sufficient student effort and investment of energy to bring about the desired learning development" (p. 522). He further concluded the theory "offer[ed] educators a tool for designing more effective learning environments" (p. 528). Astin's theory was the basis for Barr and Tagg's (1995) contention that in order to enhance student engagement (and thus persistence), a paradigm shift needed to occur in Higher Education. In 1995, Barr and Tagg presented their "Learning Paradigm." They contrasted their paradigm with what they considered the dominant paradigm in higher education, the "Instruction Paradigm." They asserted :

> [i]n the Instruction Paradigm, the mission of the college is to provide instruction, to teach. The method and the product are one and the same. The means is the end. In the Learning Paradigm, the mission of the college is to produce learning. The method and the product are separate. The end governs the means. (p. 15)

They go on to explain

> [i]n the Learning Paradigm . . . a college's purpose is not to transfer knowledge but to create environments and experiences that bring students to discover and construct knowledge for themselves, to make students members of communities of learners that make discoveries and solve problems. (p. 16)

A recent study by Svanum and Bigatti (2009) investigated engagement behaviors of students in a single class. Their approach was somewhat unique in that it focused on student behaviors (engagement) in only one course, and used their findings to predict

overall college success. Many other studies of student engagement before this one had focused more on student engagement in college generally, and not on specified behaviors within a single classroom as this study did. Their results led them to conclude "student motivation that translates into more engagement can tangibly improve college success, encourage self-sufficiency, and allow students to exert greater control of their college destiny" (p. 131).

In 2004, Vincent Tinto presented an Occasional Paper to the Pell Institute. In this paper he highlighted the results of a six year study which followed first-time beginning students attending four-year colleges and universities, community colleges, and private, for-profit institutions. The intent was to determine, after six years, the number of students who had graduated from college, as well as generally what their educational journey had been. The study revealed that just over 50% of students in the study had persisted through to degree or certificate completion (p. 5). Tinto provided four key areas that institutions of higher education should focus their energies in an effort to improve student retention and thus degree completion. These were:

1. Providing Support – generally, to ensure that services such as counseling, tutoring, advising, social-networking opportunities and first-year activities are present.
2. Connecting Academic Support to Everyday Learning – generally, linking classes such that developmental support is offered simultaneous with a credit-bearing course to enhance student success.
3. Effective Assessment – generally, institutional and classroom-level assessment to ensure that student progress (or lack thereof) is being caught early enough to make a change.
4. Engaging Students in Learning – generally, employing teaching strategies that "promote learning." (Tinto, 2004, p. 8)

As higher education proceeds into the 21st Century, it must remain mindful of the significant amount of research indicating that there are a variety of factors which

influence college students' success. In a 2004 meta-analysis, Robbins, Lauver, Davis, Le, and Langley (2004) offered

> [e]ducational persistence models may underestimate the importance of academic engagement, as evidenced by academic goals, academic-related skills, and academic self-efficacy constructs, in college students' retention behavior. At the same time, motivational theories are relevant to both persistence and performance criteria. (p. 275)

Nearly 40 years after the emergence of Tinto's model (1975) of student integration, and nearly 30 years after the presentation of Astin's *Student Involvement Theory* (1984), higher education continues honing its effectiveness by assessing student characteristics, faculty characteristics and the institutional characteristics which all combine to create a productive learning environment. Moving forward, the nature of society, the nature of technology and the nature of the classroom (traditional vs. virtual) present new considerations and challenges with regard to engaging our students that will need to be addressed.

**Methods Used to Assess Student Engagement**

> Based on the accumulating research it is concluded that the quality of student learning as well as the will to continue learning depends closely on an interaction between the kinds of social and academic goals students bring to the classroom, the motivating properties of these goals and prevailing classroom reward structures. (Covington, 2000, p. 171)

Shortly before the publication of Covington's paper, a select group, including Alexander Astin (1984) and George Kuh (2009), was convened to develop an instrument that would assist institutions of higher education by questioning their students about the quality of their educational experience. In 1998, with a grant from the Pew Charitable Trust, the National Survey of Student Engagement (NSSE) was born. The premise of this survey

was that institution's of higher education had been spending too much time and resources looking at institutional practices that had little to do with student learning.

> the conversation about "quality" has been centered on the wrong things. Institutional accreditation processes, despite their recent emphasis on assessing student learning and development, deal largely with resource and process measures. Government oversight as manifested in license requirements and program review mechanisms, in turn, continues to emphasize regulation and procedural compliance. Third-party judgments of "quality" such as media rankings continue to focus on such matters as student selectivity and faculty credentials. None of these gets at the heart of the matter: the investments that institutions make to foster proven instructional practices and the kinds of activities, experiences, and outcomes that their students receive as a result. (NSSE, Our Origins and Potential, 2001, para. 2)

The 2013b NSSE website described the survey as an instrument that

> annually collects information at hundreds of four-year colleges and universities about student participation in programs and activities that institutions provide for their learning and personal development. The results provide an estimate of how undergraduates spend their time and what they gain from attending college.

Since that original date of inception, the survey, known as *The College Student Report,* has grown and now has many variants, such as the National Faculty Survey of Student Engagement, the Community College Survey of Student Engagement, the Community College Faculty Survey of Student Engagement, the Classroom Survey of Student Engagement and the Beginning Survey of Student Engagement to name a few. The data collected from these surveys are available to the institutions that participate. In a recent review of the NSSE, McCormick, Gonyea and Kinzie (2013) concluded "NSSE's greatest strength is arguably its ability to stimulate serious conversations about what colleges and universities are doing well and where improvement is needed" (p. 14). Despite the success of *The College Student Report*, it was not comprehensive in terms of institutions it analyzed. The instrument was developed and utilized only at four-year colleges and universities. With the current estimates of 45% of all US undergraduates students in

higher education attending junior or community colleges (AACC, 2013a), it is obvious why there was a need to have an instrument dedicated to these institutions.

The Community College Survey of Student Engagement (CCSSE) (see Appendix A) was first administered in 2001. The CCSSE website (2013b) states that the instrument was developed

> with the intention of producing new information about community college quality and performance that would provide value to institutions in their efforts to improve student learning and retention, while also providing policymakers and the public with more appropriate ways to view the quality of undergraduate education.

The 2013 CCSSE website also shares that the survey was developed using the NSSE as a guide, but with care to ensure that questions were applicable to the student population of a community college versus a four-year institution. Additionally, administration of the CCSSE instrument is by course-level samples and during regularly scheduled class meetings (the NSSE invites students to participate) and a condition of participating in the CCSSE is that the results will be made public (NSSE institutions can choose whether or not they want the results publicized).

As has been illustrated up to this point, there is an on-going challenge in higher education to make sure that the effort being put forth by institutions of higher education (administratively and instructionally) are yielding the desired results – namely a high percentage of students that are reaching their educational goals in the expected/anticipated time frame. Some argue that this challenge is best dealt with by studying the psyche of the student population, while others indicate it has more to do with the educational approach or pedagogy in individual classrooms. In reality, there is likely

a need to look at all factors that affect the student's experience in higher education. Last winter, Alexander McCormick and Kay McClenney (2012) wrote:

> NSSE and CCSSE were created to help bridge the gap between research and practice in higher education and provide diagnostic, actionable data to colleges and universities. Their fundamental purpose is to promote improvement in student learning and attainment by bringing practitioners' attention to educational practices that are empirically associated with good outcomes. (p. 329)

**The Faculty Surveys**

Both NSSE and CCSSE offer a faculty survey. The instruments are known as the 'Faculty Survey of Student Engagement' (FSSE), for four-year institutions, and as the 'Community College Faculty Survey of Student Engagement' (CCFSSE) (see Appendices B and C), for community colleges. Both of these instruments strive to capture the faculty perspective about how engaged they feel students are, and also to gather information on instructional practices. The instruments are written so that they can be easily compared to questions on the student survey's, thus providing the opportunity to look for areas where students and faculty agree with regard to student engagement, effort put forth and instructional quality (for example) and also for areas where there is a disconnect between student and faculty perceptions. The CCFSSE was developed after the FSSE, and shares these common elements:

> FSSE focuses on:
> - How often faculty use effective teaching strategies;
> - How much faculty encourage students to collaborate;
> - The nature and frequency of faculty-student interactions;
> - Opportunities for students to engage diverse perspectives;
> - The importance faculty place on increasing institutional support for students;
> - The importance faculty place on various areas of learning and development; and
> - How faculty members organize their time, both in and out of the classroom. (NSSE, 2013a)

The faculty surveys are an important element to keeping survey results balanced. As institutions of higher education utilize information from the NSSE and CCSSE to drive policy and practice, it is critical that they are able to consider the perspectives of their faculty and faculty from across the country. Similarly, it is important for consumers of higher education to be able to juxtapose the two viewpoints as they assess institutional quality.

**Summary**

Higher education has a long and storied history. A common theme throughout is that of change or evolution so as to keep pace with societal change. There has perhaps been no time period in history where so much change has occurred, in such a short span, as we have witnessed thus far in the 21st century. Today's student of higher education is unique, and thus the approach to educating them must be carefully developed and implemented. One of the most important tasks an institution of higher education has in the 21st century is to engage its students and to provide clear and attainable pathways to the completion of educational goals.

A useful tool has been developed over the past decade which provides institutions of higher education with meaningful data regarding characteristics of their student population, and also regarding their performance in serving the needs of those students. This data has the potential to spark productive conversations and perhaps even to lend toward the implementation of new practices to accomplish the institutional responsibilities.

As higher education progresses into the future, I would recommend a periodic review of the wisdom put forth in The Yale Report of 1928. I believe one of its most important merits is its aptitude to remind 21st century readers:

> that more important than being known as a college or a university; more important than pleasing the powerful members of society who urge us to do things the way they see fit; and more important than increasing the number of students and subsequent income to the institution, is the ability to engage in the "competition for excellence, rather than for numbers." (Silliman , 1997, p. 197)

# Chapter 3

## Methodology

The purpose of this study was to describe similarities and contrasts between student and faculty perceptions of student engagement at Central Mountain College.

This was a mixed methods study using the *Explanatory Design: Follow-up Explanations Model (QUAN emphasized)*. As described by Creswell and Plano-Clark (2007), in this type of study "the researcher identifies specific quantitative findings that need additional explanation, such as statistical differences among groups" (p. 72).

### Research Design

The quantitative data for this project was acquired from Central Mountain College's Community College Survey of Student Engagement (CCSSE) (see Appendix A) and the Community College Faculty Survey of Student Engagement (CCFSSE) (see Appendices B and C) instruments, administered at that institution in 2009, 2011, and 2013. The quantitative analysis was descriptive, comparing response frequencies between students and faculty on a select number of survey items related to student engagement. Data was evaluated per survey year as well as for changes across the three-survey cycle, 2009 through 2013. The statistical program R was used to develop frequency polygons which facilitated group comparison.

"Descriptive Studies have an important role in educational research. They have greatly increased our knowledge about what happens in schools" (Knupfer & McLellan, 1996, p. 1196). Also emphasized by Knupfer and McLellan are descriptive studies used in writing important books that have contributed to the educational field, such as "Life in Classrooms, by Phillip Jackson; The Good School, by Sarah Lawrence Lightfoot;

Teachers and Machines: The Classroom Use of Technology Since 1920, by Larry Cuban; A Place Called School, by John Goodlad . . . etc." (p. 1198).

Brown and Sutter (2012) defined descriptive analysis as a research design which allows the researcher to accomplish one or more of the following:

1. Describe the characteristics of certain groups
2. Determine the proportion of people who behave in a certain way
3. Make specific predictions
4. Determine relationships between variables. (p.34)

The authors also emphasize that this type of study requires "a clear specification of the Who, What, When, Where, Why and How of the research" (pp. 33-34). Descriptive studies can be cross-sectional or longitudinal. In a cross-sectional approach the researcher is looking at a sample drawn from a population and measured at a single point in time. Longitudinal descriptive studies, on the other hand, involve measuring a sample drawn from a population repeatedly through time. The latter also typically includes compensation of the study participants (p. 34).

The work of the Center for Community College Student Engagement (CCCSE) has provided institutions across the nation with data they can use to improve the educational experience for students and faculty on their campuses. In order to make the implementation of CCSSE and CCFSSE surveys meaningful, the institutions cannot simply let the data set on the bookshelf. Central Mountain College has three survey cycles worth of CCSSE and CCFSSE data, in electronic form, that has not yet been evaluated in any depth nor has it been used to drive procedural changes at the institution. This research project will offer Central Mountain College the opportunity to make policy and procedural changes based on CCSSE and CCFSSE data analysis.

The "who" in this study are the students and faculty that have been involved in the three survey cycles. The "what" is how engaged the students and faculty report they are in the educational process. The survey administration dates for Central Mountain College were 2009, 2011, and 2013. The procedure for survey administration will be described below. The CCSSE and CCFSSE data will be compared for areas of agreement and disagreement within the Center for Community College Student Engagement's five benchmark areas – active and collaborative learning, student effort, academic challenge, student-faculty interaction and support for learners. This comparison will be done using the Student and Faculty Frequency Distributions report provided to Central Mountain College by CCCSE. Survey questions selected for each benchmark area will be compared using the frequencies distributions provided. A comparison will be performed for each survey year, and then a longitudinal comparison will be done to determine if patterns of student engagement change over time.

The qualitative component includes a report on institutional activities and practices related to student success which were implemented during the time frame of 2009 through 2013. Patterns identified through the quantitative analysis are compared to the implementation of said practices to determine if there seemed to be a relationship.

**Participants**

The participants in the Community College Survey of Student Engagement (CCSSE) were randomly selected in a manner described by the Center for Community College Student Engagement (CCCSE):

> the CCSSE is administered to students in randomly selected, credit yielding courses at each college that participates in the survey. In order to determine the total sampling size needed to reduce sampling error and to ensure valid results, each institution will have a varying number of course sections that are surveyed,

> and this leads to a variance in sampling size from approximately 600 up to approximately 1200 students, depending on the institution's size. For institutions with less than 1500 students, the sample size will be approximately 20% of the total credit enrollment. (CCSSE, 2013d, para. 1)

In addition to the sampling procedure described above, there are a few "key roles" that ensure consistency of survey administration. Each institution that participates in the CCSSE survey will select a Campus Coordinator who is designated as the contact person for the CCCSE organization and as the person who will supervise the CCSSE survey administration. This individual is selected by the institution's President. There is also a designated survey administrator(s) who works with the campus coordinator and instructors whose courses have been selected for the survey. One critical function of this individual is to ensure that the "survey script," which contains important information for the survey participants, is shared prior to survey administration. Finally, the CCSSE organization will assign a liaison to each participating institution's campus coordinator in an effort to make the process seamless and consistent. Central Mountain College followed these guidelines with the exception that there were multiple survey administrators. These individuals were the instructors whose courses had been selected for participation in the survey, and they worked closely with the Campus Coordinator.

Central Mountain College is classified by CCCSE as a "small institution" serving up to 4,499 students. During the three CCSSE survey administration cycles at Central Mountain College, a target sample size (based on the most current enrollment data from the Integrated Postsecondary Education Data System – IPEDS) of 600 was used. The approximate enrollment at the institution during the survey cycles was between 4,200 and 4,400 students. The target sample was comprised of full-time and part-time students, male and female and various ethnic backgrounds. Participants varied in enrollment status

from first semester freshman students to students that reported having attained at least 30 credit hours. The survey completion rate during the survey cycles averaged 61%.

Every institution that administers the CCSSE instrument must provide the Center for Community College Student Engagement with a Course Master Data File (CMDF). This is essentially a listing of e-mail addresses for all faculty (full- and part-time) who are teaching credit courses in the spring academic term that the CCSSE survey is being administered (CCCSE, 2012). All of the faculty members who are submitted in the CMDF will receive an invitation to participate in the CCFSSE process. It is the responsibility of the campus coordinator to ensure that both the CCSSE and CCFSSE instruments are administered and submitted concurrently.

Central Mountain College averages 160 full time faculty. The number of part time faculty is variable at approximately 50, and includes adjunct instructors. There was an increase in the faculty participation rate each survey cycle, with an average participation of 49%.

**Measures**

The construct being measured with both instruments used for this study was student engagement at Central Mountain College. The instruments used for this study included the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). The student survey was developed as a project of the Community College Leadership Program at the University of Texas at Austin in 2001. It was modeled after a similar survey (National Survey of Student Engagement or NSSE) which focuses on four-year colleges and universities. The underlying goal of the CCSSE was to provide participating institutions

with information about their performance, as viewed through the students' eyes, which could help drive policy and procedural decisions at the institution. The focus of the survey was on evaluating and thus improving student success and retention in the community college and higher education system. CCFSSE was developed by the Center for Community College Student Engagement in 2005. It is intended to "elicit information from faculty about their perceptions regarding students' educational experiences, their teaching practices, and the ways they spend their professional time – both in and out of the classroom" (CCSSE, 2013).

The CCSSE instrument is titled "The Community College Student Report." It is comprised of 37 questions which yield demographic information as well as information related to the students' personal, career/work, and academic habits and behaviors. CCSSE data is typically analyzed in terms of five CCSSE Benchmarks of Effective Practice. These are "groups of conceptually related items that address key areas of student engagement, learning and persistence" (CCSSE, 2009). As listed on the CCSSE website, these benchmarks are:

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners

CCSSE results are weighted with regard to enrollment status of full-time versus part-time, and CCSSE holds that enrollment status is the "only systematic bias that occurs" with its instrument (CCSSE, 2009). Weighting the results by enrollment status

adjusts for the fact that student participants are reached by selection of certain courses at the institution. Given this approach, it is more likely that full-time students will be surveyed more frequently than part-time students. It is also held that different academic experiences occur for students enrolled in only one or two courses, compared to students who are enrolled in a full-time course load (Marklein, 2006, para. 1; Nealy, 2007, para. 7). Weighting the responses reduces bias so that neither subgroup (part-time nor full-time) is disproportionally represented in the overall analysis.

Institutional CCSSE reports will not represent excluded respondents. There are several reasons that a respondent might be excluded from the overall analysis, and the CCSSE website indicates that these are:

1. Failing to indicate enrollment status.
2. Failing to answer all of the sub-items in a survey question, or answering all sub-items the same.
3. Reporting an age of 18 or less.
4. Indication of having completed the survey in another course during the same survey cycle. (CCSSE, 2009, p. 3)

Hundreds of colleges participate in each cycle of CCSSE administration. One aim of the instrument is to provide institutions with a mechanism for assessing how they are performing in comparison to other, similarly sized, community colleges. "CCSSE uses both statistical significance and standardized effect sizes to identify items on which a college's performance differs from comparison groups" (CCSSE, 2009, p.1 7). Robert Coe (2002) described 'Effect Size' as "a way of quantifying the size of the difference between two groups" (p. 1). For the CCSSE instrument, the effect size "refers to the mean difference between [an] institution and the group of colleges to which [it] is being compared, divided by their standard deviation" (CCSSE, 2009, p. 17). If a CCSSE item is significant at an alpha level of .001 or less and has an effect size of .20 or greater, it is

considered to be a statistically significant difference worthy of further investigation and will be marked with a double-asterisk (**) (CCSSE, 2013e). Frequency reports are prepared for each institution and provide the observed frequencies of the various choices given for each survey item; again, these will be labeled with a double-asterisk if there is a significant difference for an institution as compared to other similar institutions.

The CCSSE Faculty Instrument was administered online, with faculty using a unique access code, provided by the Center for Community College Student Engagement (CCCSE), to log in. The survey "elicits information from faculty about their teaching practices; the ways they spend their professional time, both in and out of class; and their perceptions regarding students' educational experiences" (CCSSE, 2013a). Students are reflecting on their educational experience as a whole, while faculty are limiting their perspective to a specific course. Faculty survey items are closely matched to the student survey items, and CCFSSE reports include a side-by-side frequency distribution for faculty and student responses to related survey items. This is the report that the researcher was provided access to for use in this study. The Center has prepared a crosswalk tool that enables institutions to compare student and faculty responses on survey items that are similar. The crosswalk tool was developed by the Center for Community College Student Engagement such that CCSSE and CCFSSE survey items measuring similar viewpoints are grouped into one of the five Benchmark areas previously mentioned. From this comparison, an institution can observe areas of agreement and areas of disagreement when it comes to what students report about their engagement and what faculty report seeing in terms of student engagement, as well as what they report they are doing to ensure student success. In the end, this type of

analysis enables the institution to continue, or to implement, conversations and practices which could positively impact student engagement, persistence and success.

**Summary**

During the period of 2009 through 2013, Central Mountain College administered both the Community College Survey of Student Engagement as well as the Community College Faculty Survey of Student Engagement, three times. Despite this consistent pattern of survey administration, there has to date been no analysis of the results nor any administrative, instructional or course design changes made based on the information reported in these surveys.

The goal of this study is to conduct a descriptive analysis of the aforementioned surveys, in an effort to identify areas of congruent and incongruent perceptions of student engagement at Central Mountain College. Once these patterns have been established through the descriptive analysis, a report of institutional activities and practices ongoing and implemented during the survey cycle will be considered to determine if there appeared to be any influence on perceptions of student engagement.

The findings of the study will be presented to the President and Board of Trustees of Central Mountain College, in an effort to better inform them of student and faculty perceptions of how well students on their campus are being engaged in the educational process. It is the hope of the researcher that this information will enable the institution to construct approaches for all members of the campus community resulting in higher levels of engagement and therefore greater student persistence and greater faculty contribution.

# Chapter 4

## Results

The purpose of the study was to describe similarities and contrasts between student and faculty perceptions of student engagement at Central Mountain College. The instruments which provided the quantitative data were the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement (CCFSSE). These instruments were developed by the Center for Community College Student Engagement in Austin, TX. They were administered at Central Mountain College in 2009, 2011, and 2013. Data from all three survey cycles were examined.

Select questions from both surveys were utilized in the analysis. The questions used were identified in the Center for Community College Student Engagement's Crosswalk Tool (see Appendix D). Due to the fact that the student and faculty survey instruments are not identical, it is necessary to have questions with similar content endorsed as being comparable by the agency that wrote the surveys. The Crosswalk Tool provides this comparison and further places the selected questions into one of the Center for Community College Student Engagement's five Benchmark areas. These are:

1. Active and Collaborative Learning
2. Student Effort
3. Academic Challenge
4. Student-Faculty Interaction
5. Support for Learners

Student and Faculty responses to the questions identified for analysis were provided to Central Mountain College in the form of a side-by-side frequency distribution. Descriptive analysis of the quantitative data yielded frequency polygons comparing both student and faculty responses during the three survey administrations. Instances where these graphical results showed a noticeable disparity in viewpoints led to further exploration and enumeration of those differences. Instances where there was obvious overlap in viewpoints are explained in greater detail as well. A report of institutional activities and practices that paralleled the survey administrations is included as a Qualitative piece of this study.

The results of this study will be presented as follows:

1. Demographics of the Central Mountain College students participating in the CCSSE surveys. Demographics of the faculty who participated in the faculty surveys are provided as well.
2. Student responses to questions within the five Benchmark areas will be summarized and evaluated for change during the five year survey cycle. In this initial section, each of the five Benchmarks will be explained so as to illustrate the theme of the questions grouped under it. This section will address research questions one and two.
3. Faculty responses to questions within the five Benchmark areas will be summarized and evaluated for change during the five year survey cycle. This section will address research questions three and four.

4. Student and Faculty responses to questions within the five Benchmark areas will be compared for the purpose of identifying areas of congruence and incongruence. This section will address research question five.
5. A report of institutional activities and initiatives which were ongoing or were initiated during the five year survey cycle will be presented. This report offers some indication of the impact such endeavors may have had on student engagement.

**Demographics of Central Mountain College**

Central Mountain College is located in the second largest city in the state of Wyoming. It is geographically located in the center of this rural state. It is one of seven community colleges in a state where there is only one State University. It was established in 1945, and was the state's first junior college.

The campus of Central Mountain College has recently undergone a major facelift and now stands at 28 buildings spread over 200 acres. According to the institution's web site, student enrollment is estimated to be approximately 5,000 students from at least 35 states and 20 countries. There are 140 academic transfer, technical, and career programs at Central Mountain College.

**Demographic Data for the Community College Survey of Student Engagement (CCSSE)**

In 2009, there were 572 students who participated in the CCSSE survey at Central Mountain College. In 2011 there were 519 students who participated, and in 2013 there were 540 students who participated. Tables 1, 2, and 3 represent the CCSSE demographics for each of three survey years. Table 4 provides the demographics for the

Table 1

*2009 CCSSE Demographics*

| | Your Respondents | Your Population | 2009 Cohort Size Group Comparison Population | 2009 CCSSE Cohort Colleges Population |
|---|---|---|---|---|
| Gender | | | | |
| Male | 41% | 42% | 40% | 42% |
| Female | 59% | 58% | 60% | 58% |
| Race/Ethnicity | | | | |
| American Indian or other Native American | 2% | 1% | 2% | 1% |
| Asian, Asian American, or Pacific Islander | 1% | 1% | 3% | 6% |
| Black or African American, Non-Hispanic | 1% | 1% | 12% | 13% |
| White, Non-Hispanic | 85% | 93% | 73% | 58% |
| Hispanic, Latino, Spanish | 4% | 4% | 7% | 14% |
| Other | 3% | 0% | 4% | 6% |
| International Student or Foreign National | 4% | 1% | 0% | 2% |
| Student Age | | | | |
| 18 to 19 | 38% | 25% | 26% | 25% |
| 20 to 21 | 26% | 19% | 17% | 19% |
| 22 to 24 | 12% | 14% | 13% | 15% |
| 25 to 29 | 8% | 13% | 13% | 14% |
| 30 to 39 | 7% | 14% | 15% | 14% |
| 40 to 49 | 4% | 7% | 9% | 9% |
| 50 to 64 | 2% | 6% | 5% | 4% |
| 65 or over | 1% | 1% | 1% | 1% |
| Enrollment Status | | | | |
| Full-time | 83% | 45% | 44% | 40% |
| Part-time | 17% | 55% | 56% | 60% |

Table 2

*2011 CCSSE Demographics*

| | Your Respondents | Your Population | 2009 Cohort Size Group Comparison Population | 2009 CCSSE Cohort Colleges Population |
|---|---|---|---|---|
| Gender | | | | |
| Male | 41% | 43% | 40% | 43% |
| Female | 59% | 57% | 60% | 57% |
| Race/Ethnicity | | | | |
| American Indian or other Native American | 2% | 1% | 2% | 1% |
| Asian, Asian American, or Pacific Islander | 1% | 1% | 3% | 5% |
| Black or African American, Non-Hispanic | 2% | 1% | 12% | 13% |
| White, Non-Hispanic | 84% | 91% | 70% | 56% |
| Hispanic, Latino, Spanish | 5% | 4% | 6% | 14% |
| Other | 3% | 3% | 7% | 9% |
| International Student or Foreign National | 3% | 1% | 1% | 2% |
| Student Age | | | | |
| 18 to 19 | 32% | 25% | 26% | 25% |
| 20 to 21 | 28% | 20% | 16% | 18% |
| 22 to 24 | 11% | 13% | 13% | 15% |
| 25 to 29 | 13% | 14% | 14% | 15% |
| 30 to 39 | 9% | 14% | 16% | 15% |
| 40 to 49 | 3% | 8% | 9% | 8% |
| 50 to 64 | 3% | 5% | 5% | 4% |
| 65 or over | 1% | 1% | 1% | 1% |
| Enrollment Status | | | | |
| Full-time | 86% | 46% | 48% | 42% |
| Part-time | 14% | 54% | 52% | 58% |

Table 3

*2013 CCSSE Demographics*

| | Your Respondents | Your Population | 2009 Cohort Size Group Comparison Population | 2009 CCSSE Cohort Colleges Population |
|---|---|---|---|---|
| Gender | | | | |
| Male | 47% | 43% | 39% | 41% |
| Female | 52% | 57% | 60% | 59% |
| Race/Ethnicity | | | | |
| American Indian or other Native American | 1% | 1% | 3% | 2% |
| Asian, Asian American, or Pacific Islander | 1% | 1% | 2% | 3% |
| Black or African American, Non-Hispanic | 1% | 1% | 13% | 13% |
| White, Non-Hispanic | 85% | 89% | 67% | 61% |
| Hispanic, Latino, Spanish | 5% | 4% | 7% | 12% |
| Other | 3% | 3% | 8% | 8% |
| International Student or Foreign National | 3% | 1% | 1% | 1% |
| Student Age | | | | |
| 18 to 19 | 30% | 21% | 22% | 22% |
| 20 to 21 | 27% | 16% | 15% | 16% |
| 22 to 24 | 12% | 13% | 12% | 13% |
| 25 to 29 | 11% | 13% | 12% | 13% |
| 30 to 39 | 11% | 15% | 15% | 14% |
| 40 to 49 | 4% | 7% | 8% | 8% |
| 50 to 64 | 2% | 4% | 4% | 4% |
| 65 or over | 3% | 1% | 1% | 1% |
| Enrollment Status | | | | |
| Full-time | 83% | 49% | 47% | 43% |
| Part-time | 17% | 51% | 53% | 57% |

Table 4

*Community College Faculty Survey of Student Engagement (CCFSSE) Demographics*

| | 2009 Administration | 2011 Administration | 2013 Administration |
|---|---|---|---|
| Number of Participants | 68 | 113 | 125 |
| Part-time Faculty | 17 | 29 | 30 |
| Full-time Faculty | 51 | 84 | 95 |

* Benchmark descriptions, as provided by the Center for Community College Student Engagement, along with the questions placed into each Benchmark area will be provided initially. The CCCSE Benchmarks can be viewed in Appendix D.

faculty survey (CCFSSE) for the three survey years. All data was provided to Central Mountain College by the Center for Community College Student Engagement as part of the institution's final report.

Following this information will be the analysis as it applies to the first four research questions. The specific student and faculty survey questions for each Benchmark are found in the CCCSE Crosswalk Tool (see Appendix E). The graphical representation of each question within the Benchmarks is found in Appendix F. The wording of the questions was edited by the researcher to capture the theme, but to add brevity to the graphs and subsequent reporting. Exact questions can be found on the survey instruments, shown in Appendices A, B, and C.

**Benchmark 1 – Active and collaborative learning.** The seven questions in this category are aimed at determining how actively involved students are in their own learning, as well as how much they collaborate with others to accomplish their tasks. It is held by CCCSE that "through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the

kinds of situations and problems they will encounter in the workplace, the community, and their personal lives" (CCSSE, 2009).

Question 1, Benchmark 1: How often do students ask questions in class?

Question 2, Benchmark 1: How often do students make a presentation?

Question 3, Benchmark 1: How often do students work with other students on projects during class?

Question 4, Benchmark 1: How often do students work with classmates outside of class to prepare class assignments?

Question 5, Benchmark 1: How often have students taught/tutored other students (paid or voluntary?

Question 6, Benchmark 1: How often have students participated in a community-based project as part of a regular course?

Question 7, Benchmark 1: How often do students discuss ideas/readings from class with others outside of class?

The most frequent student response to the seven items in this Benchmark was "sometimes." Student responses would suggest that they do perceive themselves to be asking questions in class, working with other students on projects during class, and discussing ideas and readings from class with others, outside of class, on a 'sometimes-to-often' basis. This represents more than half of the respondent choices. In the areas of making presentations, participating in community-based projects, teaching or tutoring other students and working to prepare assignments with classmates outside of class, more than 50% of students responded "never" in all three survey years. Looking at student responses across the three year cycle shows that in 2013 there were two peak responses of "often" in the categories of asking questions in class and working with other students on projects during class. The results for 2009 appeared to show the least perceived

engagement for this Benchmark area, with some improvement during the 2011 cycle and the highest levels of active and collaborative learning reported during 2013.

Faculty responses to this Benchmark would indicate that they see the most student engagement in the areas of asking questions in class and students working with other students on projects during class. These areas revealed a peak response trend of often to very often. Additionally, faculty had a 50% or higher response of sometimes for the areas of students working with other students outside of class to prepare assignments, discussing readings and ideas from class with others outside of class and students teaching or tutoring other students. It is interesting to note that the next highest faculty response for these aforementioned areas was "don't know." There was not wide disparity in faculty viewpoints over the three year cycle. The year with the most incongruence from the other two was 2009. In this year, more faculty perceived students to be working on projects with other students during class and also perceived students to be discussing ideas and readings from class with others, outside of class, than in 2011 and 2013.

In comparing student and faculty responses in this Benchmark area, it would appear that there is considerable incongruence in responses to the questions of students working with classmates outside of class to prepare assignments and students teaching or tutoring other students. In these two areas the faculty reported students never doing these things only 15-20% of the time. The faculty responses to these areas reflected a belief on the part of the faculty that at least sometimes these things were occurring. Students actually reported that they never participated in these activities approximately 70% of the time. It is also worth noting that the faculty had the option of responding "don't know"

to these questions, and that response was utilized by more than 50% of faculty for the question of students discussing readings and ideas from class with others outside of class.

It appears that more work can be done by faculty to learn what their students are doing to promote active and collaborative learning. The three-year trend to this Benchmark area indicates that there should probably be more conversation between instructors and students as to the purpose of certain activities and also defining them as a part of this process. It also illustrates a need for faculty to be more conversant with their students about all aspects of their learning. Faculty should know if students are working with others, discussing course content and if they are helping their classmates learn. These results and the static trend of responses invites conversation and perhaps changes in pedagogy.

**Benchmark 2 – Student effort.** There are eight questions in this Benchmark area. The Crosswalk Tool does not utilize one of the questions (item 6b pertaining to the number of books the student read on their own for personal enjoyment or enrichment), thus only seven are represented here. The common theme of the selected items is that there is a measure of how students' behaviors and habits affect the quality of the work they are doing and the eventual completion of their educational goals. CCCSE indicates that questions in this category emphasize "time on task," and that this can be applied in a variety of settings (CCSSE, 2009).

Question 1, Benchmark 2: How often do students prepare multiple drafts of a paper or assignment before submitting it?

Question 2, Benchmark 2: How often do students work on a paper/project requiring integration of ideas/information from various sources?

Question 3, Benchmark 2: How often do students come to class without completing readings or assignments?

Question 4, Benchmark 2: How many hours do students spend preparing for class in a typical week?

Question 5, Benchmark 2: How often are students referred to/do they use peer or other tutoring?

Question 6, Benchmark 2: How often are students referred to/do they use skills labs?

Question 7, Benchmark 2: How often are students referred to/do they use computer labs?

The survey comparisons for this benchmark area were quite intriguing. There appears to be a consistent trend of students and faculty differing in their perspective of student effort. While the two groups diverge in their responses, both faculty and students stay consistent over the three year survey cycle.

Nearly 50% of faculty in all three survey cycles reported that students never prepare multiple drafts of an assignment before submitting it. On this same question, only 25-30% of students had this response, and their response trend increased from sometimes to often. Apparently the faculty do not perceive the students to be well prepared, yet students feel they are putting in the necessary effort. When students are asked how often they are integrating ideas from various sources when working on papers or projects, their peak response in all three years was often. Yet faculty responses in 2009 and 2013 peaked at never, and in 2011 the highest responses were never and sometimes. The disparity between viewpoints was the most extreme in 2011 and 2013, an indication that this gap is widening.

On the question of how often students are coming to class without completing reading assignments more faculty than students report that this happens often or very often. Most faculty responded that this sometimes occurs, but a relatively large number

of students (35%) indicated that they never come to class without completing readings or assignments. For both groups the peak response to this question was sometimes. Faculty perceived students to be spending between 6 and 10 hours each week preparing for class, while student responses indicate that most are only spending between 1 and 5 hours preparing each week.

The last three questions in this benchmark area deal with referral of students to tutoring services, skills labs and computer labs. On all three questions faculty and student responses for the three year cycle are congruent (faculty responses in 2009 differed slightly from the 2011 and 2013 surveys, but followed the same trend), with faculty responses peaking at sometimes and student responses peaking at rarely (again, 2009 was not as distinct as 2011 and 2013, but followed the same trend).

**Benchmark 3 – Academic challenge.** The nine CCSSE and CCFSSE questions that fall under this category generally gauge the nature of the work that students are being asked to do in the classroom. The premise for this Benchmark is "challenging intellectual and creative work is central to student learning and collegiate quality." The Center for Community College Student Engagement (CCCSE) determines that questions in this category "address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance" (CCSSE, 2009).

Question 1, Benchmark 3: How often do students work harder than they thought they could to meet instructor standards/expectations?

Question 2, Benchmark 3: How much does students' coursework emphasize analyzing basic elements of an idea, experience or theory?

Question 3, Benchmark 3: How much does students' coursework emphasize synthesizing/organizing ideas, information and experiences in new ways?

Question 4, Benchmark 3: How much does students' coursework emphasize making judgments about the soundness of information, arguments or methods?

Question 5, Benchmark 3: How much does students' coursework emphasize applying theories or concepts to practical problems or in new situations?

Question 6, Benchmark 3: How much does students' coursework emphasize using information they have read or heard to perform a new skill?

Question 7, Benchmark 3: What is the approximate number of papers or reports of any length that students write?

Question 8, Benchmark 3: To what extent do examinations challenge students to do their best work?

Question 9, Benchmark 3: How much are students encouraged to spend significant amounts of time studying?

The graphical representations of the data for this benchmark area showed a high level of congruence between student and faculty perceptions. It is interesting to note on the first question, asking how often students work harder than they thought they could to meet instructor standards/expectations, the faculty reported a higher instance of this happening (approximately 45-50%) than the students did (approximately 35%). Student responses to this question peaked at "sometimes." It would be interesting to question faculty as to why they perceived students to be working so hard. Is it because they witnessed this effort, or because they are hearing the students' report that they are working hard?

The second through sixth questions in this benchmark area address the nature of the coursework. The graphs produced from the survey responses for these five questions are strikingly similar, with the peak response to the questions being "quite a bit" for both faculty and students. These questions, considered together, are asking how much the students' coursework emphasizes: analyzing basic elements of an idea, experience or

theory; synthesizing/organizing ideas information and experiences in new ways; making judgments about the soundness of information, arguments or methods; applying theories or concepts to practical problems or in new situations; and using information they have read or heard to perform a new skill. With the majority of faculty and students responding "quite a bit," the surveys would suggest that there is a common perspective about what coursework is presented to the students, and also what the expectations for completion of that coursework are. This should be viewed as a very positive result and an indication that outcomes are being clearly stated and followed. The last question in this group, asking how much students' coursework emphasizes using information they have read or heard to perform a new skill, showed about a 10% difference between student responses in 2009 and 2011 compared to 2013. Nearly 10% more students in 2013 reported this happening very much. This was also the year where student and faculty responses of very much were the closest. This could be related to the fact that the institution was actively engaged in reworking the institutional outcomes for the Higher Learning Commission during this timeframe.

Question 7 in this benchmark asks about the approximate number of papers (of any length) that students write. There was not a clear trend in responses for faculty or for students on this question. Student responses were highest in the range of 1-3 papers, and then responses dropped quickly as the number of papers increased. For faculty, the peak response was definitely between 2-3 papers and then responses flattened as the the number of papers increased, up to six papers. This again harkens that perhaps the students and the faculty are not on the same page as to the purpose of assignments. Perhaps what instructors are deeming to be papers, students are not.

Both students and faculty reported that examinations were pretty challenging. The scale used was 1-7, with 1 being easy and 7 being extremely hard. Students were consistent in peaking at a difficulty level of 6, while faculty responses peaked slightly lower at 4-5. Finally, on the topic of students being encouraged to spend significant amounts of time studying, both groups seemed to agree that this happened "quite a bit." There were approximately 10% fewer students in 2009 who reported this than in 2011 and 2013.

**Benchmark 4 – Student-faculty interaction.** There are six questions in this Benchmark which are tailored towards identifying the extent to which students interact with their instructors. The questions provide specific scenarios for such interaction, but CCCSE indicates what the interaction between students and faculty can mean on a larger scale.

> Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning. (CCSSE, 2009)

Question 1, Benchmark 4: How often do students use e-mail to communicate with an instructor?

Question 2, Benchmark 4: How often do students discuss grades or assignments with an instructor?

Question 3, Benchmark 4: How often do students talk about career plans with an instructor?

Question 4, Benchmark 4: How often do students discuss ideas from their readings or classes with an instructor, outside of class?

Question 5, Benchmark 4: How often do students receive prompt feedback (written or oral) from instructors about their performance?

Question 6, Benchmark 4: How often do students work with instructors on activities other than coursework?

The results of this benchmark area indicated that there may be some work that needs to be done to improve student and faculty interaction. It is important to be mindful that some of the reason for disparity in responses between students and faculty could be due to opportunities not being available for certain types of interaction. Conversations with other institutions and colleagues can generate thoughts on how to provide increased opportunity for interaction. Care must also be taken not to allow technology to replace all interaction with students.

The first question looks at how often students use email to communicate with an instructor. In 2009, most faculty and students reported students using e-mail to correspond with an instructor "sometimes," with the trend decreasing toward often. Students in 2011 and 2013 trended upward in their responses from sometimes to often. Faculty responses in these same years were pretty closely matched (within 10%). More faculty and students had an "often" response to this question than in the previous survey cycle, which is congruent with our societal trends in communication.

More faculty than students reported that students often discuss grades or assignments with an instructor. This was the peak response for faculty, while students' peak response to this question was sometimes. It is interesting to note that there was the smallest gap between student and faculty viewpoints on this question in 2013. Both groups were aligned regarding students talking about career plans with instructors. The peak response for students and faculty to this question was sometimes. A higher percentage of faculty chose this response. Though student responses peaked at sometimes, their next highest response was never.

Close to half of student responses indicated that they never discuss ideas from their readings with an instructor, outside of class. This stands in stark contrast to the approximately 10% of faculty that chose this response. More than half of the faculty indicated that this happens at least sometimes. Less than 25% of each group indicated that these conversations occur often or very often. This stands out as a key area for improvement since these types of discussions might lead to students' use of resources such as skills labs or tutors.

Faculty reported that students receive prompt feedback (oral or written) about their performance very often at peak levels (50% +). Students, on the other hand, trended towards a response of often about 50% of the time. The two groups show some disparity in responses at the "sometimes" level, with less than 10% of faculty reporting this, and 30-35% of students reporting this. This highlights another instance where faculty may need to do a better job of indicating to students what they are communicating about, i.e., feedback on performance versus recapping course content.

Finally, regarding the question of how often students work with instructors on activities other than coursework, there is marked incongruence between students and faculty. More than 50% of student responses indicated that this never happens, while nearly 50% of faculty responses indicated that this sometimes happens. Both groups agreed that this does not happen often or very often. This is a topic that may or may not be of concern to the institution. If the institution has defined activities where students and faculty should be working together on items other than coursework, then this would prove to be an area where improvement is needed. However, this type of interaction may

not be an objective of the institution, which would account for the disparity in viewpoints.

**Benchmark 5 – Support for learners.** This final Benchmark area consists of seven questions. The overall theme of the questions is how efficient the college is at referring students to support services, and also how much students actually utilize these areas. The CCCSE emphasizes

> Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention. (CCSSE, 2009)

Question 1, Benchmark 5: How much does this college emphasize providing students the support they need to help them succeed?

Question 2, Benchmark 5: How much does this college emphasize encouraging contact between students with diverse backgrounds?

Question 3, Benchmark 5: How much does this college emphasize helping students cope with non-academic responsibilities?

Question 4, Benchmark 5: How much does this college emphasize providing students the support they need to thrive socially?

Question 5, Benchmark 5: How much does this college emphasize providing financial support students need to afford their education?

Question 6, Benchmark 5: How often are students referred to/do they use academic advising/planning?

Question 7, Benchmark 5: How often are students referred to/do they use career counseling?

There were some definite differences in perspectives for this benchmark area. On the first question, regarding the college emphasizing providing students the support they need to help them succeed, student responses were closely aligned with the peak response being ‘quite a bit’. In 2011, more faculty responded ‘quite a bit’ than in 2009 or 2013.

The faculty 2009 and 2013 responses increased from quite a bit to very much. It was also interesting to note that both students and faculty in 2013 listed very much at a higher level than faculty and students in other survey years. It could be concluded from this that some of the implementations student services has made during the time of these surveys are finally being realized by both faculty and students.

Central Mountain College is in a geographic area that does not have a tremendous amount of diversity. Therefore, on the benchmark question of the college emphasizing contact between students with diverse backgrounds, faculty and student responses trended toward the response of "some." Faculty responses dropped off sharply as the response choices moved toward 'quite a bit' and 'very much'. Student responses dipped at these response choices, but still remained above 15%. In 2013, the student responses were pretty level between 'sometimes' and 'quite a bit', with the latter being a slightly higher response rate. It is possible that the definition or understanding of 'diverse backgrounds' varies between faculty and students. Faculty are probably more likely to view this question in terms of ethnicity, while students may be looking at diverse backgrounds in terms of experiences one has had and where they grew up geographically. I believe that this question could be better understood if the researcher could glean the respondents' interpretation of 'diverse backgrounds.'

The next question asked of respondents dealt with how much the college emphasizes helping students cope with non-academic responsibilities. Again, students and faculty across the three survey cycles tend to agree within their groups. Fewer than 10% of faculty responded 'very little' to this question and more than 40% of faculty responded 'quite a bit'. Faculty appear to believe that much is being done to assist

students with non-academic responsibilities. Students, on the other hand, reported that very little was being done nearly 30% of the time, and had only a slightly higher response rate of 'some'. This pattern highlights the possibility that students have not had such efforts explained to them and are simply not aware of all that is being done. Perhaps examples of such assistance need to be highlighted by the college more emphatically.

The respondents seemed to agree that Central Mountain College emphasizes providing students the support they need to thrive socially only 'some' of the time. The one exception to this was faculty responses in 2013, where the peak was 'quite a bit'. This survey year presented the widest gap between faculty perspective and student perspective with nearly a 25% difference in response rates. It is not clear what would have driven the different response rate among faculty in 2013.

Students and faculty were aligned within their groups to the question of how much the college emphasizes providing the financial support students need to afford their education. They did not have much overlap with one another, however, with students presenting essentially a flat line of responses to all choices (very little, some, quite a bit, and very much). Faculty showed a high response rate (more than 50%) of 'quite a bit'. It may be difficult to yield a definitive perspective from students on this question because their individual situations are unique and the varied sources of financial assistance don't apply to everyone. This is another question where further investigation could glean more perspective on why faculty and students responded the way they did, but response rates clearly show little variance in how the faculty and students view this topic from 2009 to 2013.

The final question in this benchmark area looks at how often students are referred to/do they use academic advising/planning. Faculty and students were closely aligned with all groups peaking at 'sometimes'. Faculty responses were fairly flat between sometimes and often, an indication that they believe an adequate job of advising and referral to advising is being done. Students' responses dropped fairly sharply between these two categories, and in fact, there were more students who responded 'rarely' than responded 'often'. It is unclear whether the students' responses were a reflection of their use of academic advising or a reflection of how frequently they were encouraged to use academic advising. The perspective from which they answered this question could significantly change the meaning of the responses.

**Institutional Impacts (Activities and Initiatives) 2009 – 2013**

During the four years that the CCSSE and CCFSSE surveys were administered at Central Mountain College, there were three significant campus events. The implementation of a campus makeover commenced in 2009, an academic realignment process began in 2009 and there was a reorganization and relocation of student services that followed these two events. By the 2013 survey cycle, much of the chaos had settled and many students were on a "new" campus. Despite these significant events, there did not appear to be any noticeable fluctuations in student nor faculty perceptions of student engagement. In the paragraphs that follow, the researcher will describe the three major campus activities and subsequent initiatives that occurred during the time of 2009 – 2013.

**Campus makeover.** In the Spring of 2006, Central Mountain College began an intensive planning process. The goal was to collaboratively develop a long-term Master Plan for the college (a plan that would focus on a 25 year period and which would

accommodate growth during that time). The planning process involved administrators, faculty, staff, community members, board members and was led by a professional firm, Gould Evans. Through three years of meetings and discussions, development of multiple drafts, a Master Plan was approved by the Central Mountain Board of Trustees in March of 2006. The goal of the plan was to increase the efficiency and collaboration of the institution by developing "districts" on campus. The five districts outlined in the plan were:

1. Community District: this involved the construction of a new building to be known as the "Gateway Building." This building would house all student support services for the college in one location. It would also provide a site for meetings, conferences and campus gatherings. It was labeled by the college as a "one-stop shop" for students, faculty, staff and community members.

2. Fine Arts District: This district aimed to consolidate the visual arts, performing arts, and music programs into a common location on campus. While the existing visual and performing arts buildings were in close proximity to one another, the music building was not, and it was in poor repair. Thus it was necessary to construct a new music building to complete this district.

3. Student Housing District: During the planning process there was consensus that the existing student housing was no longer capable of meeting the needs of today's students. New residence halls and renovations of existing apartment complexes were required to complete this district. The placement of the new residence halls would coincide with the eventual placement of a new Student Center which would include food services.

4. Academic District: The goal here was to group common disciplines into buildings that were close to one another. Prior to the implementation of the Master Plan, it was common for courses to be spread across campus with no particular sense of unity for various academic areas. The academic districts included, the college Library, a Health Science District, Physical and Life Science District (Science), Business and Industry District, Social and Behavioral Science District and an Arts District. The development of these districts came after the reorganization of the college's academic structure, discussed subsequently.

5. Trades and Service District: This district was developed with the goal of serving and expanding the various technical programs offered by the college. It includes the Technology Center, the Energy Institute, the Career Studies Center, the Maintenance Building, the Agriculture Pavillion and the college's two museums.

In order for the college's Master Plan to gain life, funding was needed. In November 2008, the voters of the county in which Central Mountain College is located, approved a bond issue in order to construct new facilities and remodel others in pursuit of the Master Plan objectives. The college gained the support of about 60% of the county's voters for this initiative. The bond issue would cover about one-third of the projected cost, with the remaining funding coming from the state's legislature and from institutional coffers. Based on the available funding, a refresh of the Campus Master Plan was completed in 2009, with the goal of identifying specific projects and a timeline for completion. A second revision of the Campus Master plan occurred in 2012 which addressed further implementation of the Master Plan.

During the past four years there has been constant construction on Central Mountain College's campus. This has led to changes in traffic flow, as well as impacts on parking and foot traffic options for students. While there have been inconveniences due to these projects, there was not a noticeable representation of dissatisfaction from the students in their CCSSE survey results. Likewise, the faculty did not vary significantly in their responses related to how well the institution was serving students' needs during the three survey cycles.

**Academic realignment.** In anticipation of the implementation of Central Mountain College's Master Plan, the Vice President of Academic Affairs initiated conversations aimed at restructuring the institution's academic structure in the Fall

semester, 2009. These conversations were not well received by faculty, or by much of the staff. The changes which were proposed were significant and would result in the loss of positions for some employees.

For decades Central Mountain College had operated under the academic structure of having Division Chairs who 'managed' several departments. Departments were led by a department head, or chair. The college had seven Divisions, with each division assigned an Academic Assistant, who supported the faculty within the Division's various departments. Division Chairs met with and reported to the VP of Academic Affairs, and maintained a load that was half administrative and half faculty. Many employees felt that this was a very efficient structure which allowed for a collaborative leadership process.

As Central Mountain College looked at implementing the Campus Master Plan and subsequent Academic Districts, it was the desire of the President, Vice President and Board of Trustees that the academic structure be converted to a "School" structure, with an identified school for each district and a full-time administrative Dean to oversee those areas. The Academic Assistants would become Administrative Secretaries for the Deans, and their number would be reduced from seven to five. Faculty at Central Mountain college were upset at the notion of losing their academic support, and they were concerned about the employees who would be reassigned or let go as part of this process. A number of contentious Faculty Senate and Staff Alliance meetings occurred during the 2009-2010 academic year. Despite the controversy on campus during this time, there was not disparity in student nor faculty perspectives represented on the CCSSE and CCFSSE surveys.

By the Fall 2010 term, the realignment of the academic structure was complete, Deans were in place and the departments on campus began to adjust to their new environments. There were growing pains associated with this, including changes in departmental budget structure and areas of authority. Again, despite this unrest among the faculty, the students did not appear to be affected in the classroom. The 2011 survey cycles for both the CCSSE and CCFSSE were consistent with the previous and subsequent years' responses.

**Campus initiatives.** With the finalization of the Gateway Building and with the new Residence Hall Structure in place, the student support offices relocated to their new building in the Fall of 2011. As with the academic areas, there was some reorganization and shift in focus for the student support offices as well. Most of these changes involved reframing the roles and responsibilities of existing positions. More emphasis was placed on having specified individuals who would work with certain groups of students to ensure consistency. The new "one-stop shop" in the Gateway Building was designed to make students feel as if they had access to the necessary support services with little movement, and less wait-time required between offices. It also aimed to provide students with a contact whom they knew they could remain in communication with regarding services such as scholarships, loans, academic and career counseling, and remediation requirements.

While many of the traditional student services positions remained the same during the relocation, new approaches to these positions were started in an effort to increase contact with students, helping to ensure proper course placement and hopefully retention

of students. It was the goal of student services to make students feel that the institution was there to aid them with the nuances of college life, while they engaged in their studies.

Efforts made to improve students' retention and engagement in their college experience included mandatory orientation sessions which presented the variety of support services available on campus. Prior to 2010-2011 academic year, there was not a coordinated and targeted orientation. Sessions which previously focused on where various building were on campus and when the dining hall was open, became sessions that physically walked students to skills labs and introduced them to the faculty in their chosen academic area. This new effort at making students feel comfortable with their campus seemed to have an impact on students, as the 2013 CCSSE results show slightly more students in Benchmark Area 5, Support for Learners, responding favorably.

Academic Advising at Central Mountain College has always been done by faculty within the schedule of the academic year. However, with the completion of the Gateway Building, the college Administration decided to implement Summer Advising which allowed students to be advised at a greater variety of times and with less wait time. This also allowed greater choice in course availability compared to previous years where mass registration was held late in the summer. In addition to faculty advisors, the College now has Student Success counselors who can assist with this on-demand advising as well as channeling students to the appropriate academic advisor for advising in subsequent semesters.

One key initiative from the student services area during the past year was the implementation of a program known as "On Course." On Course is a required class for students who require remediation in reading and writing, students who register late and

students who have their GED or are on Academic Probation. It provides this population of students with a support network and tools for successfully navigating the college environment. The initiative was started in the Spring of 2012, and has continued to grow through the present term. In looking at CCSSE survey results for the 2013 cycle, there were increases in students' perceptions of 'how much the college emphasizes providing students the support they need to help them succeed.' There are currently 20 instructors teaching this course from various backgrounds and multiple departments across campus. Future CCSSE and CCFSSE survey administrations may show impressive results from this initiative.

With the campus of Central Mountain College finally seeing the completion of the major construction and renovation projects, it will be interesting to track and follow the impact of the aforementioned efforts, both in the academic arena and in the area of Student Services. As mentioned in the outset of this dissertation, the 21st Century poses new challenges for higher education. Students enter these institutions with different goals, values and skills than those who walked the same halls a decade earlier. In order to be responsive to the needs of these students, to keep them engaged and to retain them through their educational journey, college Boards, Administrators, Faculty and Staff must become aware of what it takes to help these students persist. This includes what is available in terms of the physical structure as well as the internal organization and functionality of the institution.

# Chapter 5

## Discussion

The purpose of this study was to describe the similarities and the contrasts between student and faculty perceptions of student engagement at Central Mountain College. The data used for the study was collected over the course of a five year period (AY 2008-2009 through AY 2012- 2013), by the Center for Community College Engagement. The instruments used were the Community College Survey of Student Engagement and the Community College Faculty Survey of Student Engagement. The surveys were administered in SP 2009, SP 2011, and SP 2013. Aggregate survey results were provided to Central Mountain College and were the basis for this study.

The primary focus was to describe whether students and faculty had similar or contrasting viewpoints regarding student engagement at Central Mountain College. In evaluating and reporting about these perceptions, it is intended that Central Mountain College administrators, faculty and students can make appropriate adjustments in their various roles so as to promote greater engagement and success in the higher education process. In addition, because Central Mountain College was undergoing some significant structural and physical changes during the time of these survey administration cycles, the study also sought to identify areas where these practices appeared to have had some influence on student or faculty perceptions of student engagement.

In the introductory chapter, the important role of community colleges in the higher education arena is highlighted (Cohen & Brower, 2003; Gabert, 1991; Townsend, 2007; Vaughan, 2006). Additionally, there are numerous references made to the growing body of research dedicated to understanding student engagement and how this affects

persistence and success in higher education (Harris, 2008; Kuh, 2009; Pascarella & Terenzini, 1977). It is the author's belief that institutions cannot fully relate such research to their students unless they have undergone some type of evaluation to assess and document the perceptions of their students and their faculty. By conducting this study the researcher can provide Central Mountain College with useful student and faculty based information from which future decisions and initiatives can be discussed and implemented.

This chapter will present a discussion of the results for the research questions, conclusions for these questions and recommendations for further research.

**Discussion of Findings**

The research questions for this study centered on describing student versus faculty responses to survey questions related to student engagement. The survey questions were grouped according to an analysis tool provided by the Center for Community College Student Engagement (author of the survey instruments). The "Benchmarks" referred to subsequently are the broad categories that survey questions were placed into. Findings within each benchmark will be summarized before considering the study's research questions.

**Benchmark 1 – Active and collaborative learning.** Student responses for this area would indicate that students perceive themselves to be active in the classroom, asking questions and working with classmates on projects. However, collaboration outside of the classroom was reported by students as rarely occurring. Over the three year survey cycle there was a gradual increase in student perceived engagement, with 2013 showing the most students reporting "often" for survey questions. Faculty

responses also indicated the perception of an engaged student body. Faculty responses related to students asking questions in class and working with classmates on projects were higher than the students' responses. Interesting to note for this category was a high number of faculty who reported not knowing what students were doing to prepare for class, outside of scheduled class time. Based on these responses it appears that more work can be done by faculty to learn what their students are doing when they are not in the classroom in order to promote more active and collaborative learning. The three-year trend to this Benchmark area indicates that there should probably be more conversation between instructors and students as to the purpose of course activities and also defining expectations as a part of this process. The results also illustrate a need for faculty to be more conversant with their students about all aspects of their learning. Faculty should know if students are working with others, discussing course content and if they are helping their classmates learn. These results and the static trend of responses invites conversation and perhaps changes in pedagogy.

**Benchmark 2 – Student effort.** The analysis of the student and faculty responses for this category yielded a clear dichotomy between students and faculty that did not change much during the three surveys. The survey questions for this Benchmark dealt with issues such as how much time students are spending studying, how many times they prepare multiple drafts of assignments, how often they integrate ideas for a variety of sources when completing assignments, how prepared they are for class, and to what extent they are using support facilities such as skills labs. Students generally reported that they were doing an adequate to good job on all of these fronts, while faculty reported that students were not doing as well as they could or should. It seems that this is a

category that could spark some useful conversations. Despite the importance of all survey questions to the concept of student engagement, this category seems like a vital one to get students and faculty aligned on. If students feel they are working up to the expectations, but faculty do not feel that they are, how can progress and success be attained? A reasonable conversation would be for students to illustrate for faculty how they are preparing for class, how they are integrating ideas from multiple sources, why or why they aren't using support/skills labs, and these ideas. Following the theme alluded to for the first Benchmark area, a more clear explanation from faculty to students regarding their expectations may also bridge the gap seen in this category. It will be imperative to align faculty and student viewpoints regarding student effort if student success is truly an institutional priority. As with the first benchmark area, more open and honest communication between the faculty and the students may decrease the differences in perspective regarding student effort.

With regard to students' use of skills labs, tutoring services and computer labs, the clear difference in perception between faculty and students could be hindering student success. If faculty are adamant that students are using these services, perhaps their viewpoint should be supported with sign-in sheets and activity logs for these services. Discussions with students as to why they responded rarely or never using these services may highlight topics that should be included in orientation sessions and reinforced by faculty throughout freshman courses. These are typically costly services provided to the students and should either be promoted and documented as useful or reconsidered as a necessary part of the operating budget.

**Benchmark 3 – Academic challenge.** This category, based on the nature of the questions, seemed to assess the "nuts and bolts" of the college courses. From the students' point of view, the questions were asking if they felt there was rigor in the course, did they work hard, were they encouraged to study hard and apply the concepts being presented in the course, etc. Students had a favorable response for the questions in this category, which would indicate that they were engaged and also that they were benefitting from their time in their courses. Faculty were essentially being asked if their course was challenging, if students were being asked to integrate multiple concepts, if students were being encouraged to study hard and prepare, etc. Thus, for this category it was more difficult to find disparity in perceptions of students and faculty; both groups gave themselves a favorable rating! The most interesting finding after looking at the responses for this category was the dichotomy for faculty between Benchmark 2 and this one. In Benchmark 2, faculty did not indicate that there was a high level of student engagement, yet in this category they seemed confident that all of the requirements for a quality course were being met. Interesting conversations could occur by comparing questions and results from Benchmark 2 with those from Benchmark 3. Perhaps faculty would be able to depict areas where more communication with students could take place, and perhaps new measures for assessing student effort could be developed by considering the areas where students are being challenged.

**Benchmark 4 – Student-faculty interaction.** This category provided insight into specific methods of interaction, or communication, between students and faculty. The frequency of student-to-instructor email, the frequency of instructor-to-student

discussion of grades, the frequency of conversations between students and faculty about their course, future careers or non-course related activities were considered.

As previous Benchmarks have shown, there is some disparity in this category between student and faculty perceptions. Faculty generally report that interactions with students are timely, course relevant and at least sometimes related to career and non-course related topics. Students are a bit more critical regarding the interactions with faculty related to course grades and assignments and discussions about course content outside of class. Students also report an increased use of e-mail to communicate with instructors during the three surveys, which could explain their perception of a break down in timely communication. Societal trends for instant messaging and communication must be factored into successful student-faculty interactions. It is doubtful that there will be a one-size-fits all approach to improving this category, but having it on the radar as something to be discussed and worked at should help improve congruence in perceptions.

**Benchmark 5 – Support for learners.** This is the only category that looks at student engagement from the perspective of what the institution, and not the instructor, is doing to help, or hinder the process. Items that were considered here included the college's emphasis on helping students with non-academic responsibilities, providing social opportunities for students, providing financial support for students, providing academic advising and career counseling to students and generally helping students succeed. This final benchmark area is possibly the most difficult of the five to interpret. There is less congruence between students and faculty than was seen in other benchmark areas. However, there are many different ways for respondents to interpret what was being asked, and this has obvious influence on the responses.

The faculty generally seem to perceive the institution as doing a good job supporting its students. There was some indication that a better job of providing social stimulus could be done by the institution, but the trend in responses from 2009 – 2013 shows some improvement in this area. Both faculty and students seem to feel that adequate assistance with financial aid is offered, but students report that they don't feel much is being done to help with non-academic responsibilities, nor are they overwhelmingly satisfied with academic advising.

In order for the institution to determine how meaningful the data from this category is, focus groups of faculty and students may need to be gathered, and the questions should presented with specific examples that respondents could consider. This is a category that can be tailored to the abilities and needs of specific institutions, and it is an area that can foster good habits and tendencies toward student success. It is also an area that may require bridging faculty and staff roles, an effort that may not be easy to implement.

**Research Question One and Two**

The first two research questions centered on identifying student perceptions of their engagement in their educational journey at Central Mountain College, and further to determine if these perceptions changed during the five year period of the survey administration. In considering the five benchmark areas that the survey questions were grouped into, it appears that students feel that they are engaged in the educational process. The majority of the student respondents indicated that they are preparing adequately for their studies and that they are being sufficiently challenged with their coursework. They report using e-mail to communicate with instructors, but report

dissatisfaction in instructor feedback to them. Students report that the institution is helpful with financial aid issues, but indicate that basic student support and academic advising has not been utilized by many, or has been inadequate. Students report infrequent use of institutional services such as skills labs, career counseling and tutoring services. On these latter points of dissatisfaction, there was a trend toward a more positive perception by the 2013 survey cycle. There were not noticeable changes from the 2009 to the 2013 survey cycle on points of student preparedness or effort.

The findings for these two research questions imply that students have a positive perception regarding their effort. They indicate that the college could/should be doing more to assist them with their overall success. This includes services classified as student services as well as instructor responsibilities such as providing more timely feedback and providing a more clear set of expectations.

In the Fall 2014 CCSSE report, 'A Matter of Degrees', the authors emphasized that increasing student engagement may have less to do with what occurs in the individual classrooms than with what takes place in the student services arena. If a student feels that they are valued by the institution they are more likely to perceive the instructors and the educational process as helpful and positive.

**Research Question Three and Four**

Research questions three and four are similar to the first two questions, but focus instead on the perceptions of the faculty regarding student engagement as well as changes that may have occurred in these perceptions during the five year survey cycle. Again, considering the broad benchmark categories that the survey questions have been grouped into, faculty consistently report that students are engaged when they are in the classroom.

There is a drop off in faculty awareness of what academic activities students are engaged in outside of class time. The latter trend may or may not be of significance depending on the institution. If faculty are not concerned about student focus on academic coursework outside of the classroom, then this pattern doesn't matter. If faculty believe that engagement in academic matters outside of the classroom is imperative for success, then this disconnect is important and should be addressed.

Faculty were consistent across the three survey administrations in their perception of students performing sub-par in regards to their academic preparation for class. While students indicated that they were putting in adequate time for academic success, faculty responses reflect the perception that students are not studying enough, not preparing enough drafts of assignments and are not utilizing the support services available to them. The consistency in responses among faculty in this category is a cause for alarm. For at least five years this perception has not significantly changed. This is an area where resolution could make a noticeable impact in student success and retention.

Faculty were consistent during the three year survey cycle regarding the challenge of their courses. They gave themselves favorable ratings with regard to the structure and implementation of course goals and outcomes.

Faculty also indicated that their communication with students was timely and sufficient. They showed little variance in responses during the 2009-2013 time frame which suggests that they do not feel changes in this arena are necessary.

Faculty were satisfied with the support services provided to students by the institution. There was a trend toward greater satisfaction by the 2013 survey cycle, which coincides with institutional changes in approach and location for these services.

Overall, faculty perceptions of student engagement seem to be static for the five years of this study's survey cycle. There was some change in perception noted during the 2013 survey cycle, but this was primarily in regard to efforts the institution was making to promote student success. Where actual perceptions of student performance and preparedness were considered, the faculty remained consistent with their stance that students could/should be better prepared for class, but that they are engaged while in the classroom.

**Research Question Five**

There were significant changes that occurred on the campus of Central Mountain College during the 2009-2013 timeframe. These changes included the implementation of a major construction initiative as well as a complete restructuring of the academic arm of the institution. There were inconveniences to students and aggravations for faculty during this time.

In 2009, the initiation of the academic realignment occurred and created much unrest among faculty and staff. There was much focus during this time on job security, hidden agendas and fear of new leadership. Despite the unsettled environment, there were not many areas related to student engagement that seemed to be impacted. Students' perception of how active they were in the classroom was lowest in 2009, and faculty perceptions of how well students were preparing for class were also low in 2009 compared to the 2011 and 2013 surveys.

The construction on campus was at its height during the 2011 survey administration. Despite significant impacts to travel on campus, a new location for all of the student services offices, and local impacts to some classrooms (noise and relocation

of courses) there did not appear to be any noticeable impact on the perception of student engagement by the students or the faculty.

By the 2013 survey administration, there were new buildings in operation on campus. The flow of traffic was returning to normal and parking had become more convenient for students. Classrooms had new technology available and the realization of a one-stop student services area was in operation. The physical and organization changes which had occurred on campus were hoped to have a positive influence on the students' educational experience, thus making them feel more valued and resulting in greater engagement. Faculty were also projected to be more satisfied with their work environment and thus better able to connect with students. The results of the 2013 surveys don't reveal wide deviations in perceptions of student engagement from previous years. There was a noticeable improvement in 2013 student responses related to the support the college was providing to help them succeed. This offers hope that as new students matriculate onto campus and as construction and realignments become 'history', students and faculty will be able to place more emphasis on the classroom and student success.

**Significance of Findings**

This study marks the first comprehensive analysis of survey data related to student engagement that has taken place at Central Mountain College. There have been many physical and structural changes that have occurred on the campus during the past five years. There has not been a concerted effort to evaluate and understand the perceptions of student engagement until now. The analysis provided by this study will enable administrators and the college's Board of Trustees, as well as faculty and staff of

the institution the ability to formulate future strategies and initiatives with an understanding of how student learning might be affected. Outside institutions may glean from this study information about impacts that construction projects and internal restructuring could have on student engagement so that they can compensate for potential adverse impacts. All persons with an interest in improving the landscape of higher education can benefit from considering the static nature of survey responses at this institution during a five year period. In some instances the consistency of responses implies successful practice; but in other cases, the demonstrated lack of improvement or change in perceptions from both the students and the faculty provide fodder for conversations on how to change and improve the academic environment.

**Recommendations for Further Research**

The results of this study revealed that over the course of a five-year period, neither students, nor faculty, have varied significantly in their perceptions of student engagement at Central Mountain College, despite physical and organizational changes implemented in an effort to improve the student's overall experience. Some areas that would be interesting to consider further include:

1. The structure and expectations that students have as they matriculate through the K-12 educational system inevitably shape the students' perceptions of what they need to do to be a successful student. With increases in home-schooling and changes in K-12 curricula to accommodate the new focus on standards in education, perhaps students are not being well prepared for the college classroom. Likewise, perhaps the expectations for student effort in the college classroom have remained rooted in past practices and need to be

updated to align with the abilities of today's students. Collaboration between the K-12 system and the community college system with a focus on understanding the similarities and differences in expectations for students may provide opportunities for pedagogical changes and for better preparation of our college students. If faculty and students can align with regard to their perceptions of student preparedness and student effort there is bound to be better synergy for learning and achieving. A study which would focus on standards and classroom expectations for K-12 (especially for the grades 10, 11 and 12), compared to those of first year college classrooms may reveal areas where there are misperceptions and inconsistency.

2. There are national initiatives in place which are directed at improving student success and retention/completion in higher education (e.g., Complete College America and Achieving the Dream). These programs are often selected for institutions by administrators, yet these are not necessarily the people who will be implementing it. The purpose of the initiative may not be fully understood by the faculty, whose job it is to put the initiative into action. For these success oriented initiatives to work, it is imperative that the college employees who spend the most time with the students understand and are vested in the goal of such endeavors. A college cannot assess the impact such initiatives are having unless they are confident that there is a uniform level of understanding and implementation occurring throughout their campus. A case study to determine instructor knowledge of college initiatives and also to

assess the uniformity of implementation in different classrooms may help develop protocols for improvement.

3. The primary form of course feedback for faculty is from student evaluations. Often these evaluations provide a venue for students to vent about dissatisfaction with an instructor. Despite the intent, these course/instructor evaluations rarely yield information which can change an instructor's approach. This process has the potential to provide rich information for instructors, and also to give students an opportunity to be proactive in their educational process. A study which highlighted best practices in course/instructor evaluations may provide insight and an opportunity for improvement to colleges that are underutilizing this important tool for growth.

**Final Summary**

This study was focused on a small community college. The results of the study are most applicable to that institution and should help to foster improvements in the arena of student engagement, and thus success and retention. The information from this study offers final analysis to the institution for a survey process that it has been engaged in since 2007. It reveals that students and faculty have areas of congruence and areas where they differ in their perceptions of student engagement. It reveals that there have not been widespread changes in student or faculty perceptions during the past five years. This is despite a number of significant physical and organizational changes that have taken place on the Central Mountain College campus during the same time frame. This study highlights the need for a targeted look at areas of faculty and student incongruence and an opportunity to implement solutions to the perceived differences. Outside institutions may

glean useful information from this study as they consider their own campus and student success initiatives. Student engagement appears to be less influenced by larger campus activities and more by what takes place in the classroom and with faculty members. For this reason, as we proceed into the decades ahead, it is important to consider the skills of college faculty members. Perhaps being an expert in your discipline was adequate in a time where the expectations and work ethic of society were different. In today's fast changing culture, faculty may need additional training in student success initiatives and classroom management. For Central Mountain College, the next five years will offer the opportunity to realize the benefits of physical and organizational changes on campus. The results of this study will hopefully promote more collaboration between faculty and administrators to produce greater alignment in understanding the institution's goals and practices. Together, these events will serve our students and promote more success and engagement.

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January 7, 2013

Institutional Review Board
University of Nebraska-Lincoln
Lincoln, NE 68588

Dear Members of the Review Board,

This letter is to inform you that I have met with Brandi Atnip and discussed the particulars of her project. The project is an analysis of Casper College's Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement data from 2007, 2009, 2011 and 2013 which will identify trends in student and faculty perceptions, as well as to identify areas of congruence and divergence in perspective between those two groups.

I give Brandi Atnip permission to use Casper College's Community College Survey of Student Engagement and Community College Faculty Survey of Student Engagement per the paragraph above using "Central Mountain College" as the nomenclature in her study.

If you have any questions, please do not hesitate to give me a call.

Sincerely,

Walter H. Nolte, Ph.D.
President

cc: Brandi Atnip

# Appendix A

## The Community College Survey of Student Engagement

## (2005-present)

# The Community College Student Report

**Instructions: It is essential that you use a No. 2 pencil to complete this survey. Mark your answers as shown in the following example:** ● Correct Mark ⊘ ⊗ ⊖ ◐ Incorrect Marks

1. **Did you begin college at this college or elsewhere?** ○ Started here ○ Started elsewhere

2. **Thinking about this current academic term, how would you characterize your enrollment at this college?** ○ Full-time ○ Less than full-time

3. **Have you taken this survey in another class this term?** ○ Yes ○ No

4. **In your experiences at this college during the current school year, about how often have you done each of the following?**

| | Very often | Often | Some-times | Never |
|---|---|---|---|---|
| a. Asked questions in class or contributed to class discussions | ○ | ○ | ○ | ○ |
| b. Made a class presentation | ○ | ○ | ○ | ○ |
| c. Prepared two or more drafts of a paper or assignment before turning it in | ○ | ○ | ○ | ○ |
| d. Worked on a paper or project that required integrating ideas or information from various sources | ○ | ○ | ○ | ○ |
| e. Come to class without completing readings or assignments | ○ | ○ | ○ | ○ |
| f. Worked with other students on projects during class | ○ | ○ | ○ | ○ |
| g. Worked with classmates outside of class to prepare class assignments | ○ | ○ | ○ | ○ |
| h. Tutored or taught other students (paid or voluntary) | ○ | ○ | ○ | ○ |
| i. Participated in a community-based project as a part of a regular course | ○ | ○ | ○ | ○ |
| j. Used the Internet or instant messaging to work on an assignment | ○ | ○ | ○ | ○ |
| k. Used e-mail to communicate with an instructor | ○ | ○ | ○ | ○ |
| l. Discussed grades or assignments with an instructor | ○ | ○ | ○ | ○ |
| m. Talked about career plans with an instructor or advisor | ○ | ○ | ○ | ○ |
| n. Discussed ideas from your readings or classes with instructors outside of class | ○ | ○ | ○ | ○ |
| o. Received prompt feedback (written or oral) from instructors on your performance | ○ | ○ | ○ | ○ |
| p. Worked harder than you thought you could to meet an instructor's standards or expectations | ○ | ○ | ○ | ○ |
| q. Worked with instructors on activities other than coursework | ○ | ○ | ○ | ○ |
| r. Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) | ○ | ○ | ○ | ○ |
| s. Had serious conversations with students of a different race or ethnicity other than your own | ○ | ○ | ○ | ○ |
| t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values | ○ | ○ | ○ | ○ |
| u. Skipped class | ○ | ○ | ○ | ○ |

5. **During the current school year, how much has your coursework at this college emphasized the following mental activities?**

| | Very much | Quite a bit | Some | Very little |
|---|---|---|---|---|
| a. Memorizing facts, ideas, or methods from your courses and readings so you can repeat them in pretty much the same form | ○ | ○ | ○ | ○ |
| b. Analyzing the basic elements of an idea, experience, or theory | ○ | ○ | ○ | ○ |
| c. Synthesizing and organizing ideas, information, or experiences in new ways | ○ | ○ | ○ | ○ |
| d. Making judgments about the value or soundness of information, arguments, or methods | ○ | ○ | ○ | ○ |
| e. Applying theories or concepts to practical problems or in new situations | ○ | ○ | ○ | ○ |
| f. Using information you have read or heard to perform a new skill | ○ | ○ | ○ | ○ |

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

**6.** During the current school year, about how much reading and writing have you done at this college?

| | None | 1 to 4 | 5 to 10 | 11 to 20 | More than 20 |
|---|---|---|---|---|---|
| a. Number of assigned textbooks, manuals, books, or book-length packs of course readings | ○ | ○ | ○ | ○ | ○ |
| b. Number of books read on your own (not assigned) for personal enjoyment or academic enrichment | ○ | ○ | ○ | ○ | ○ |
| c. Number of written papers or reports of any length | ○ | ○ | ○ | ○ | ○ |

**7.** Mark the response that best represents the extent to which your examinations during the current school year have challenged you to do your best work at this college.

Extremely challenging ⑦ ⑥ ⑤ ④ ③ ② ① Extremely easy

**8.** Which of the following have you done, are you doing, or do you plan to do while attending this college?



| | I have done | I plan to do | I have not done nor plan to do |
|---|---|---|---|
| a. Internship, field experience, co-op experience, or clinical assignment | ○ | ○ | ○ |
| b. English as a second language course | ○ | ○ | ○ |
| c. Developmental/remedial reading course | ○ | ○ | ○ |
| d. Developmental/remedial writing course | ○ | ○ | ○ |
| e. Developmental/remedial math course | ○ | ○ | ○ |
| f. Study skills course | ○ | ○ | ○ |
| g. Honors course | ○ | ○ | ○ |
| h. College orientation program or course | ○ | ○ | ○ |
| i. Organized learning communities (linked courses/study groups led by faculty or counselors) | ○ | ○ | ○ |



**9.** How much does this college emphasize each of the following?



| | Very much | Quite a bit | Some | Very little |
|---|---|---|---|---|
| a. Encouraging you to spend significant amounts of time studying | ○ | ○ | ○ | ○ |
| b. Providing the support you need to help you succeed at this college | ○ | ○ | ○ | ○ |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | ○ | ○ | ○ | ○ |
| d. Helping you cope with your non-academic responsibilities (work, family, etc.) | ○ | ○ | ○ | ○ |
| e. Providing the support you need to thrive socially | ○ | ○ | ○ | ○ |
| f. Providing the financial support you need to afford your education | ○ | ○ | ○ | ○ |
| g. Using computers in academic work | ○ | ○ | ○ | ○ |

**10.** About how many hours do you spend in a typical 7-day week doing each of the following?

| | None | 1 – 5 | 6 - 10 | 11 - 20 | 21 - 30 | More than 30 |
|---|---|---|---|---|---|---|
| a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Working for pay | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Providing care for dependents living with you (parents, children, spouse, etc.) | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Commuting to and from classes | ○ | ○ | ○ | ○ | ○ | ○ |

**11.** Mark the number that best represents the quality of your relationships with people at this college.

Your relationship with:

a. Other Students

Friendly, supportive, sense of belonging ⑦ ⑥ ⑤ ④ ③ ② ① Unfriendly, unsupportive, sense of alienation



b. Instructors

Available, helpful, sympathetic ⑦ ⑥ ⑤ ④ ③ ② ① Unavailable, unhelpful, unsympathetic

c. Administrative Personnel & Offices

Helpful, considerate, flexible ⑦ ⑥ ⑤ ④ ③ ② ① Unhelpful, inconsiderate, rigid



3/8" PERF

**12.** How much has YOUR EXPERIENCE AT THIS COLLEGE contributed to your knowledge, skills, and personal development in the following areas?

| | Very much | Quite a bit | Some | Very little |
|---|---|---|---|---|
| a. Acquiring a broad general education | ○ | ○ | ○ | ○ |
| b. Acquiring job or work-related knowledge and skills | ○ | ○ | ○ | ○ |
| c. Writing clearly and effectively | ○ | ○ | ○ | ○ |
| d. Speaking clearly and effectively | ○ | ○ | ○ | ○ |
| e. Thinking critically and analytically | ○ | ○ | ○ | ○ |
| f. Solving numerical problems | ○ | ○ | ○ | ○ |
| g. Using computing and information technology | ○ | ○ | ○ | ○ |
| h. Working effectively with others | ○ | ○ | ○ | ○ |
| i. Learning effectively on your own | ○ | ○ | ○ | ○ |
| j. Understanding yourself | ○ | ○ | ○ | ○ |
| k. Understanding people of other racial and ethnic backgrounds | ○ | ○ | ○ | ○ |
| l. Developing a personal code of values and ethics | ○ | ○ | ○ | ○ |
| m. Contributing to the welfare of your community | ○ | ○ | ○ | ○ |
| n. Developing clearer career goals | ○ | ○ | ○ | ○ |
| o. Gaining information about career opportunities | ○ | ○ | ○ | ○ |

PLEASE DO NOT MARK IN THIS AREA

SERIAL #

**13.** **This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you use the following services, (2) HOW SATISFIED you are with the services, and (3) HOW IMPORTANT the services are to you AT THIS COLLEGE.**

| | (1) Frequency of Use | | | | (2) Satisfaction | | | | (3) Importance | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | Often | Some-times | Rarely/ Never | Don't know/ N.A. | Very | Some-what | Not at all | N.A. | Very | Some-what | Not at all |
| a. Academic advising/planning | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Career counseling | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Job placement assistance | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Peer or other tutoring | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Skill labs (writing, math, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Child care | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Financial aid advising | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Computer lab | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Student organizations | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Transfer credit assistance | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Services to students with disabilities | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

SAMPLE

**14.** **How likely is it that the following issues would cause you to withdraw from class or from this college?** ***(Please respond to each item)***

| | Very likely | Likely | Some-what likely | Not likely |
|---|---|---|---|---|
| a. Working full-time | ○ | ○ | ○ | ○ |
| b. Caring for dependents | ○ | ○ | ○ | ○ |
| c. Academically unprepared | ○ | ○ | ○ | ○ |
| d. Lack of finances | ○ | ○ | ○ | ○ |
| e. Transfer to a 4-year college or university | ○ | ○ | ○ | ○ |

SAMPLE

**15.** **How supportive are your friends of your attending this college?**

○ Extremely ○ Somewhat
○ Quite a bit ○ Not very

**16.** **How supportive is your immediate family of your attending this college?**

○ Extremely ○ Somewhat
○ Quite a bit ○ Not very

**17.** **Indicate which of the following are your reasons/goals for attending this college.** ***(Please respond to each item)***

| | Primary goal | Secondary goal | Not a goal |
|---|---|---|---|
| a. Complete a certificate program | ○ | ○ | ○ |
| b. Obtain an associate degree | ○ | ○ | ○ |
| c. Transfer to a 4-year college or university | ○ | ○ | ○ |
| d. Obtain or update job-related skills | ○ | ○ | ○ |
| e. Self-improvement/personal enjoyment | ○ | ○ | ○ |
| f. Change careers | ○ | ○ | ○ |



3/8" PERF

SERIAL # PLEASE DO NOT MARK IN THIS AREA

**18. Indicate which of the following are sources you use to pay your tuition at this college? *(Please respond to each item)***

| | Major source | Minor source | Not a source |
|---|---|---|---|
| a. My own income/savings | ○ | ○ | ○ |
| b. Parent or spouse/significant other's income/savings | ○ | ○ | ○ |
| c. Employer contributions | ○ | ○ | ○ |
| d. Grants and scholarships | ○ | ○ | ○ |
| e. Student loans (bank, etc.) | ○ | ○ | ○ |
| f. Public assistance | ○ | ○ | ○ |

**19. Since high school, which of the following types of schools have you attended other than the one you are now attending? *(Please mark all that apply)***

- ○ Proprietary (private) school or training program
- ○ Public vocational-technical school
- ○ Another community or technical college
- ○ 4-year college or university
- ○ None

SAMPLE

**20. When do you plan to take classes at this college again?**

- ○ I will accomplish my goal(s) during this term and will not be returning
- ○ I have no current plan to return
- ○ Within the next 12 months
- ○ Uncertain

SAMPLE

**21. At this college, in what range is your overall college grade average?**

- ○ A
- ○ A- to B+
- ○ B
- ○ B- to C+
- ○ C
- ○ C- or lower
- ○ Do not have a GPA at this school
- ○ Pass/fail classes only

SAMPLE

**22. When do you most frequently take classes at this college? *(Mark one only)***

- ○ Day classes (morning or afternoon)
- ○ Evening classes
- ○ Weekend classes

**23. How many TOTAL credit hours have you earned at this college, not counting the courses you are currently taking this term?**

- ○ None
- ○ 1-14 credits
- ○ 15-29 credits
- ○ 30-44 credits
- ○ 45-60 credits
- ○ Over 60 credits

**24.** **At what other types of institutions are you taking classes this term?** *(Please mark all that apply)*

- ○ None
- ○ High school
- ○ Vocational/technical school
- ○ Another community or technical college
- ○ 4-year college/university
- ○ Other

**25.** **How many classes are you *presently* taking at OTHER institutions?**

- ○ None
- ○ 1 class
- ○ 2 classes
- ○ 3 classes
- ○ 4 classes or more

**26.** **Would you recommend this college to a friend or family member?**

○ Yes ○ No



**27.** **How would you evaluate your entire educational experience at this college?**

- ○ Excellent
- ○ Good
- ○ Fair
- ○ Poor



**28.** **Do you have children who live with you?**

○ Yes ○ No



**29.** **Mark your age group.**

- ○ Under 18
- ○ 18 to 19
- ○ 20 to 21
- ○ 22 to 24
- ○ 25 to 29
- ○ 30 to 39
- ○ 40 to 49
- ○ 50 to 64
- ○ 65+

**30.** **Your sex:**

○ Male ○ Female

**31.** **Are you married?**

○ Yes ○ No

**32.** **Is English your native (first) language?**

○ Yes ○ No

**33. Are you an international student or foreign national?**

○ Yes ○ No

**34. What is your racial identification?** *(Mark **only one**)*

○ American Indian or other Native American
○ Asian, Asian American or Pacific Islander
○ Native Hawaiian
○ Black or African American, Non-Hispanic
○ White, Non-Hispanic
○ Hispanic, Latino, Spanish
○ Other

**35. What is the highest academic credential you have earned?**

○ None
○ High school diploma or GED
○ Vocational/technical certificate
○ Associate degree
○ Bachelor's degree
○ Master's/doctoral/professional degree



**36. What is the highest level of education obtained by your:**

| | Father | Mother |
|---|---|---|
| a. Not a high school graduate | ○ | ○ |
| b. High school diploma or GED | ○ | ○ |
| c. Some college, did not complete degree | ○ | ○ |
| d. Associate degree | ○ | ○ |
| e. Bachelor's degree | ○ | ○ |
| f. Master's degree/1st professional | ○ | ○ |
| g. Doctorate degree | ○ | ○ |
| h. Unknown | ○ | ○ |



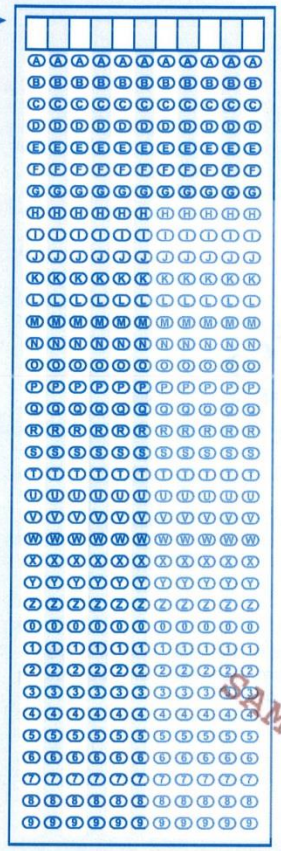
3/8" PERF

**37. Using the list provided, please fill in the bubbles that correspond to the code indicating your program or major. Using the first column, indicate the first number in the program code, using the second column, indicate the second number in the program code.**



**38.** Please provide your student identification number by filling in the corresponding bubbles. For example, in the first column, indicate the first number or letter in your student ID number, and so forth. (OPTIONAL)

***(Please begin here)***



**Additional Items (Please respond to these items if requested)**

| | | | | | |
|---|---|---|---|---|---|
| 1. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 2. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 3. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 4. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 5. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 6. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 7. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 8. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 9. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 10. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 11. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 12. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 13. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 14. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 15. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 16. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 17. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 18. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 19. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |
| 20. | Ⓐ | Ⓑ | Ⓒ | Ⓓ | Ⓔ |



Your responses will remain confidential and individual responses will not be reported.

Thank you for sharing your views.

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PLEASE DO NOT MARK IN THIS AREA

SERIAL #

# Appendix B

## The Community College Faculty Survey of Student Engagement

## (2005 –2010)

# The Community College Faculty Survey of Student Engagement

**This is a sample survey. Your responses will not be recorded.**



Instructions: For the purpose of this survey, please think about the course section listed in your CCFSSE invitation when answering the items.

1 How many students are enrolled in your selected course section?

- ○ Fewer than 10
- ○ 10 to 19
- ○ 20 to 29
- ○ 30 to 39
- ○ 40 to 69
- ○ 70 or more

2 Using the list provided, please enter the code that best corresponds to the general area of your selected course.

Click here to see list

3 Prior to the Spring semester, how many times have you taught your selected course?

- ○ None
- ○ 1 to 3
- ○ 4 to 6
- ○ 7 to 9
- ○ 10 to 15
- ○ 16 to 20
- ○ 21 or more

4 How often do students in your selected course section do the following?

| | Very often | Often | Some-times | Never | Don't know |
|---|---|---|---|---|---|
| a. Ask questions in class or contribute to class discussions | ○ | ○ | ○ | ○ | ○ |
| b. Make a class presentation | ○ | ○ | ○ | ○ | ○ |
| c. Prepare two or more drafts of a paper or assignment before turning it in | ○ | ○ | ○ | ○ | ○ |
| d. Work on a paper or project that requires integrating ideas or information from various sources | ○ | ○ | ○ | ○ | ○ |
| e. Come to class without completing readings or assignments | ○ | ○ | ○ | ○ | ○ |

4 (continued) How often do students in your selected course section do the following?

| | Very | Some- | Don't |
|---|---|---|---|

| | | often | Often | times | Never | know |
|---|---|---|---|---|---|---|
| f. | Work with other students on projects during class | ○ | ○ | ○ | ○ | ○ |
| g. | Work with classmates outside of class to prepare class assignments | ○ | ○ | ○ | ○ | ○ |
| h. | Tutor or teach other students (paid or voluntary) | ○ | ○ | ○ | ○ | ○ |
| i. | Participate in a community-based project as a part of a regular course | ○ | ○ | ○ | ○ | ○ |
| j. | Use the Internet or instant messaging to work on an assignment | ○ | ○ | ○ | ○ | ○ |

4 (continued) How often do students in your selected course section do the following?

| | | Very often | Often | Some-times | Never | Don't know |
|---|---|---|---|---|---|---|
| k. | Use e-mail to communicate with you | ○ | ○ | ○ | ○ | ○ |
| l. | Discuss grades or assignments with you | ○ | ○ | ○ | ○ | ○ |
| m. | Talk about career plans with you | ○ | ○ | ○ | ○ | ○ |
| n. | Discuss ideas from their readings or classes with you outside of class | ○ | ○ | ○ | ○ | ○ |
| o. | Receive prompt feedback (written or oral) from you about their performance | ○ | ○ | ○ | ○ | ○ |

4 (continued) How often do students in your selected course section do the following?

| | | Very often | Often | Some-times | Never | Don't know |
|---|---|---|---|---|---|---|
| p. | Work harder than they thought they could to meet your standards or expectations | ○ | ○ | ○ | ○ | ○ |
| q. | Work with you on activities other than coursework | ○ | ○ | ○ | ○ | ○ |
| r. | Discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.) | ○ | ○ | ○ | ○ | ○ |
| s. | Have serious conversations with students of a different race or ethnicity other than their own | ○ | ○ | ○ | ○ | ○ |
| t. | Have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values | ○ | ○ | ○ | ○ | ○ |
| u. | Skip class | ○ | ○ | ○ | ○ | ○ |

5 During the current school year, how much does the coursework in your selected course section emphasize the following mental activities?

| | | Very | Quite | | Very |
|---|---|---|---|---|---|

| | | much | a bit | Some | little |
|---|---|---|---|---|---|
| a. | Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form | ○ | ○ | ○ | ○ |
| b. | Analyzing the basic elements of an idea, experience, or theory | ○ | ○ | ○ | ○ |
| c. | Synthesizing and organizing ideas, information, or experiences in new ways | ○ | ○ | ○ | ○ |
| d. | Making judgments about the value or soundness of information, arguments, or methods | ○ | ○ | ○ | ○ |
| e. | Applying theories or concepts to practical problems or in new situations | ○ | ○ | ○ | ○ |
| f. | Having students use information they have read or heard to perform a new skill | ○ | ○ | ○ | ○ |

Continue to page 2 of 6

# The Community College Faculty Survey of Student Engagement

6 In your selected course section, about how much reading and writing do your students do?

| | None | 1 | 2-3 | 4-6 | More than 6 |
|---|---|---|---|---|---|
| a. Number of assigned textbooks, manuals, books, or book-length packs of course readings | ○ | ○ | ○ | ○ | ○ |
| b. Number of written papers or reports of any length | ○ | ○ | ○ | ○ | ○ |

7 Select the circle that best represents the extent to which your examinations of student performance (eg. exams, portfolio) challenge students to do their best work.

Extremely challenging....7 ○ ..6 ○ ..5 ○ ..4 ○ ..3 ○ ..2 ○ ..1 ○ Extremely easy

8 How important is it to you that students at this college participate in the following when appropriate?

| | Very important | Somewhat important | Not important |
|---|---|---|---|
| a. Internship, field experience, co-op experience, or clinical assignment | ○ | ○ | ○ |
| b. English as a second language course | ○ | ○ | ○ |
| c. Developmental/remedial reading course | ○ | ○ | ○ |
| d. Developmental/remedial writing course | ○ | ○ | ○ |
| e. Developmental/remedial math course | ○ | ○ | ○ |
| f. Study skills course | ○ | ○ | ○ |
| g. Honors course | ○ | ○ | ○ |
| h. College orientation program or course | ○ | ○ | ○ |

i. Organized learning communities (linked courses/study groups led by faculty or counselors)

9 How much does this college emphasize each of the following?

| | Very much | Quite a bit | Some | Very little |
|---|---|---|---|---|
| a. Encouraging students to spend significant amounts of time studying | | | | |
| b. Providing students the support they need to help them succeed at this college | | | | |
| c. Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | | | | |
| d. Helping students cope with their non-academic responsibilities (work, family, etc.) | | | | |
| e. Providing students the support they need to thrive socially | | | | |
| f. Providing the financial support students need to afford their education | | | | |
| g. Using computers in academic work | | | | |

Continue to page 3 of 6

# The Community College Faculty Survey of Student Engagement

10 About how many hours do you think full and part-time students on average at this college spend in a typical 7-day week doing each of the following?

| | # of hours per week | | | | | |
|---|---|---|---|---|---|---|
| | None | 1-5 | 6-10 | 11-20 | 21-30 | 30+ |
| a. Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs) | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Working for pay | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Providing care for dependents living with them (parents, children, spouse, etc.) | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Commuting to and from classes | ○ | ○ | ○ | ○ | ○ | ○ |

11 Select the circle that best represents the quality of student relationships with :

| a. Other Students | b. Instructors | c. Administrative Personnel and Offices |
|---|---|---|
| Friendly, supportive, sense of belonging | Available, helpful, sympathetic | Helpful, considerate, flexible |
| 7 ○ | 7 ○ | 7 ○ |
| 6 ○ | 6 ○ | 6 ○ |
| 5 ○ | 5 ○ | 5 ○ |
| 4 ○ | 4 ○ | 4 ○ |
| 3 ○ | 3 ○ | 3 ○ |
| 2 ○ | 2 ○ | 2 ○ |
| 1 ○ | 1 ○ | 1 ○ |
| Unfriendly, unsupportive, sense of alienation | Unavailable, unhelpful, unsympathetic | Unhelpful, inconsiderate, rigid |

12 To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?

| | Very much | Quite a bit | Some | Very little | None |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| a. Acquiring a broad general education | ○ | ○ | ○ | ○ | ○ |
| b. Acquiring job or work-related knowledge and skills | ○ | ○ | ○ | ○ | ○ |
| c. Writing clearly and effectively | ○ | ○ | ○ | ○ | ○ |
| d. Speaking clearly and effectively | ○ | ○ | ○ | ○ | ○ |
| e. Thinking critically and analytically | ○ | ○ | ○ | ○ | ○ |

12 (continued) To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?

| | Very much | Quite a bit | Some | Very little | None |
|---|---|---|---|---|---|
| f. Solving numerical problems | ○ | ○ | ○ | ○ | ○ |
| g. Using computing and information technology | ○ | ○ | ○ | ○ | ○ |
| h. Working effectively with others | ○ | ○ | ○ | ○ | ○ |
| i. Learning effectively on their own | ○ | ○ | ○ | ○ | ○ |
| j. Understanding themselves | ○ | ○ | ○ | ○ | ○ |

12 (continued) To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?

| | Very much | Quite a bit | Some | Very little | None |
|---|---|---|---|---|---|
| k. Understanding people of other racial and ethnic backgrounds | ○ | ○ | ○ | ○ | ○ |
| l. Developing a personal code of values and ethics | ○ | ○ | ○ | ○ | ○ |
| m. Contributing to the welfare of their community | ○ | ○ | ○ | ○ | ○ |
| n. Developing clearer career goals | ○ | ○ | ○ | ○ | ○ |
| o. Gaining information about career opportunities | ○ | ○ | ○ | ○ | ○ |

Continue to page 4 of 6

# The Community College Faculty Survey of Student Engagement

13 This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you refer students to the following services, (2) HOW MUCH you incorporate the use of these services into your selected course section, and (3) HOW IMPORTANT you believe the services are to students at this college.

Part One: How often do you refer students to the following services?

**FREQUENCY OF REFERRAL**

| | | Often | Sometimes | Rarely or Never | Don't know/N.A. |
|---|---|---|---|---|---|
| a. | Academic advising/planning | ○ | ○ | ○ | ○ |
| b. | Career counseling | ○ | ○ | ○ | ○ |
| c. | Job placement assistance | ○ | ○ | ○ | ○ |
| d. | Peer or other tutoring | ○ | ○ | ○ | ○ |
| e. | Skill labs (writing, math, etc.) | ○ | ○ | ○ | ○ |
| f. | Child care | ○ | ○ | ○ | ○ |
| g. | Financial aid advising | ○ | ○ | ○ | ○ |
| h. | Computer lab | ○ | ○ | ○ | ○ |
| i. | Student organizations | ○ | ○ | ○ | ○ |
| j. | Transfer credit assistance | ○ | ○ | ○ | ○ |
| k. | Services to students with disabilities | ○ | ○ | ○ | ○ |

13 (continued)

Part Two: How much do you incorporate the use of these services into your selected course section?

**USE IN COURSE SECTION**

| | | Often | Sometimes | Rarely or Never | N.A. |
|---|---|---|---|---|---|
| a. | Academic advising/planning | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| b. | Career counseling | ○ | ○ | ○ | ○ |
| c. | Job placement assistance | ○ | ○ | ○ | ○ |
| d. | Peer or other tutoring | ○ | ○ | ○ | ○ |
| e. | Skill labs (writing, math, etc.) | ○ | ○ | ○ | ○ |
| f. | Child care | ○ | ○ | ○ | ○ |
| g. | Financial aid advising | ○ | ○ | ○ | ○ |
| h. | Computer lab | ○ | ○ | ○ | ○ |
| i. | Student organizations | ○ | ○ | ○ | ○ |
| j. | Transfer credit assistance | ○ | ○ | ○ | ○ |
| k. | Services to students with disabilities | ○ | ○ | ○ | ○ |

13 (continued)

Part Three: How important do you believe these services are to students at this college?

| | | IMPORTANCE TO STUDENTS | | |
|---|---|---|---|---|
| | | Very | Somewhat | Not at all |
| a. | Academic advising/planning | ○ | ○ | ○ |
| b. | Career counseling | ○ | ○ | ○ |
| c. | Job placement assistance | ○ | ○ | ○ |
| d. | Peer or other tutoring | ○ | ○ | ○ |
| e. | Skill labs (writing, math, etc.) | ○ | ○ | ○ |
| f. | Child care | ○ | ○ | ○ |
| g. | Financial aid advising | ○ | ○ | ○ |
| h. | Computer lab | ○ | ○ | ○ |
| i. | Student organizations | ○ | ○ | ○ |
| j. | Transfer credit assistance | ○ | ○ | ○ |
| k. | Services to students with disabilities | ○ | ○ | ○ |

14 How likely is it that the following issues would cause students to withdraw from class or from this college? (*Please respond to each item*)

| | | Very likely | Likely | Somewhat likely | Not likely |
|---|---|---|---|---|---|

| | | | | | |
|---|---|---|---|---|---|
| a. | Working full-time | ○ | ○ | ○ | ○ |
| b. | Caring for dependents | ○ | ○ | ○ | ○ |
| c. | Being academically unprepared | ○ | ○ | ○ | ○ |
| d. | Lacking finances | ○ | ○ | ○ | ○ |
| e. | Transferring to a 4-year college or university | ○ | ○ | ○ | ○ |
| f. | Personal issues | ○ | ○ | ○ | ○ |

Continue to page 5 of 6

# The Community College Faculty Survey of Student Engagement

15 About how many hours do you spend in a typical 7-day week doing each of the following? *(Please respond to each item)*

| | 0 | 1-4 | 5-8 | 9-12 | 13-16 | 17-20 | 21-30 | 31+ |
|---|---|---|---|---|---|---|---|---|
| a. Teaching students in class | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| b. Grading papers | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. Giving other forms of written and oral feedback to students | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. Preparing for class | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. Reflecting and working on ways to improve my teaching | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. Research and scholarly activities | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. Working with honors' projects | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. Advising students | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. Supervising internships or other field experiences | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. Other interactions with students outside the classroom | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| l. Conducting service activities | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| m. Coordination and/or administrative activities | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| n. Participating on college committees or task forces | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| o. Mentoring other faculty | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

16 In your selected course section, on average, what percentage of class time is spent on the following?

| | 0% | 1 to 9% | 10 to 19% | 20 to 29% | 30 to 39% | 40 to 49% | 50 to 74% | 75 to 100% |
|---|---|---|---|---|---|---|---|---|
| a. Lecture | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

| | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|
| b. | Teacher-led discussion | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| c. | Teacher-student shared responsibility (seminar,discussion, etc.) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| d. | Student computer use | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| e. | Small group activities | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| f. | Student presentations | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| g. | In-class writing | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| h. | Testing and evaluation | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| i. | Performances in applied and fine arts (dance, drama, music) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| j. | Experiential (labs, field work, art exhibits, clinical placements, internships) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| k. | Hands-on practice | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |

17 During this term, does your institution consider you to be employed part-time or full-time?

- ○ Part-time faculty
- ○ Full-time faculty

18 What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college?

- ○ 1 to 3 hours
- ○ 4 to 6 hours
- ○ 7 to 9 hours
- ○ 10 to 12 hours
- ○ 13 to 15 hours
- ○ 16 to 18 hours
- ○ 19 to 21 hours
- ○ 22 to 24 hours
- ○ 25 to 27 hours
- ○ 28 to 30 hours
- ○ More than 30 hours

19 During the current academic year, which of the following are part of your teaching role at this college? (*Mark all that apply*)

- ☐ Team teaching
- ☐ Linked courses
- ☐ Learning community
- ☐ Capstone course (culminating a program or integrating a series of courses)
- ☐ Academic advising
- ☐ Clinical or other field supervision of student work
- ☐ Distance learning course
- ☐ Service learning (community service) incorporated into course(s)
- ☐ Independent study

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# The Community College Faculty Survey of Student Engagement

20 Which of the following best describes your academic rank, title, or current position? (*Mark only one*)

- Professor
- Associate Professor
- Assistant Professor
- Instructor
- Lecturer
- Other

21 What is your current tenure status? (*Mark only one*)

- Tenured
- On tenure track but not tenured
- Not on tenure track, although this institution has a tenure system
- No tenure system at this institution

22 How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions?

- 40 years or more
- 30 to 39 years
- 20 to 29 years
- 10 to 19 years
- 5 to 9 years
- 1 to 4 years
- First-year teacher

23 What is the highest degree you have earned?

- First professional degree (e.g.,M.D., D.D.S., J.D., D.V.M.)
- Doctoral degree (e.g.,Ph.D., Ed.D.)
- Master's degree
- Bachelor's degree
- Associate degree
- Other

24 What is your age group?

- ○ 22 to 24
- ○ 25 to 29
- ○ 30 to 39
- ○ 40 to 49
- ○ 50 to 64
- ○ 65+

25 What is your gender?

- ○ Male
- ○ Female

26 What is your citizenship status?

- ○ United States citizen, native
- ○ United States citizen, naturalized
- ○ Permanent resident of the United States (immigrant visa)
- ○ Temporary resident of the United States (non-immigrant visa)

27 What is your racial or ethnic identification? *(Mark only one)*

- ○ American Indian or other Native American
- ○ Asian, Asian American or Pacific Islander
- ○ Native Hawaiian
- ○ Black or African American, Non-Hispanic
- ○ White, Non-Hispanic
- ○ Hispanic, Latino, Spanish
- ○ Other

28 Where are you employed outside of this college?

- ☐ Self-employed
- ☐ Other college(s) in teaching position
- ☐ Other college(s) in non-teaching position
- ☐ Full-time non-academic position
- ☐ Part-time non-academic position
- ☐ Work related to my teaching field at this college

☐ Not employed elsewhere

29 Using the list provided, please enter the code that best corresponds to your teaching area.

Click here to see list

30 Please share your general comments regarding this survey in the box below.

31 Please share any specific recommendations for changes to this survey in the box below.

Thank you for sharing your views.

Click here to Finish

# The Community College Faculty Survey of Student Engagement

**THANK YOU FOR SHARING YOUR VIEWS!**

Questions or comments? Contact us.

Please click the "Exit Survey" button below to exit this survey. You will be taken to the Community College Survey of Student Engagement website.

Exit Survey

# Appendix C

## The Community College Faculty Survey of Student Engagement

## (2011 –2014)

CCFSSE
Community College Faculty Survey of Student Engagement

Thank you for accessing the Community College Faculty Survey of Student Engagement (*CCFSSE*). Your responses will assist your college in its institutional improvement efforts. Individual faculty names and course information will not be included in survey results, so please be completely candid.

This survey takes about 25-30 minutes to complete. Your responses will be saved each time you move to a new page. If you need to exit the survey before submission, click on the "Save and Exit" button, and all responses entered will be saved for future completion.

The deadline to submit your responses is **May 16, 2012**.

Please log into the survey using the access code provided in your *CCFSSE* e-mail invitation.

**Access Code:** ••••••••

Enter Survey

Thank you for your participation. We greatly appreciate your commitment to completing the survey.

Center for Community College Student Engagement
www.cccse.org




**Welcome! Please verify your information.**

**Institution:** Sinclair Community College (OH)

**Course Name:** Course Name
**Course Number:** SEC-000
**Section Number:** 01

This is not my course.

For the purpose of this survey, please think about the course section listed above when answering the items.

Click the "Go to Next" button to get started...

Go to Next >>


<< View Previous

During this term, does your institution consider you to be employed part-time or full-time?

- Part-time
- Full-time

Save and Exit 1 of 44 Go to Next >>



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Community College Leadership Program | Department of Educational Administration | College of Education
The University of Texas at Austin

Comments to: webmaster@cccse.org


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How many students are enrolled in your selected course section?

- Fewer than 10
- 10 to 19
- 20 to 29
- 30 to 39
- 40 to 69
- 70 or more

Save and Exit 2 of 44 Go to Next >>



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The University of Texas at Austin
Comments to: webmaster@cccse.org


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**Using the list provided, please select the area that best corresponds to the general subject of your selected course.**

- N/A
- Developmental Math
- Developmental Reading
- Developmental Writing
- Other Developmental
- Agriculture
- Architecture & Related Programs (city/urban, community/regional planning, etc.)
- Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
- Business Management & Administrative Services (accounting, business admin., mark
- Communications (advertising, journalism, television/radio, etc.)
- Computer & Information Sciences
- Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
- Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
- Education
- Engineering
- English Language & Literature/Letters (composition, creative writing, etc.)
- Foreign Languages & Literatures (French, Spanish, etc.)
- Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veteri
- Law & Legal Studies
- Liberal Arts & Sciences, General Studies & Humanities
- Library Science
- Mathematics
- Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, e
- Military Technologies
- Multi/Interdisciplinary Studies (international relations, ecology, environmental studies,
- Parks, Recreation, Leisure & Fitness Studies
- Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
- Physical Sciences (astronomy, chemistry, geology, physics, etc.)
- Precision Production Trades (drafting, graphic, precious metal worker, etc.)
- Protective Services (criminal justice & corrections, fire protection, etc.)
- Psychology
- Public Administration & Services (public policy, social work, etc.)
- Science Technologies (biological technology, nuclear & industrial radiological technolo
- Social Sciences & History (anthropology, archeology, economics, geography, history,
- Theology Studies & Religious Vocations (philosophy, ministry, etc.)
- Transportation & Materials Moving Workers (air, vehicle & water workers, etc.)
- Visual & Performing Arts (art, music, theater, dance, etc.)
- Vocational Home Economics (child care/guidance worker & manager, clothing, appare
- Other

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**Prior to this term, how many times have you taught your selected course?**

None | 1 to 3 | 4 to 6 | 7 to 9 | 10 to 15 | 16 to 20 | 21 or more

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**Do you teach developmental/basic skills/college prep courses at your college?**

- ○ Yes, I teach ONLY developmental courses
- ◉ Yes, I teach both developmental and college-level courses
- ○ No, I teach only college-level courses

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**How often do students in your selected course section do the following?**

| | Very often | Often | Sometimes | Never | Don't know |
|---|---|---|---|---|---|
| Ask questions in class or contribute to class discussions | ○ | ○ | ○ | ○ | ○ |
| Make a class presentation | ◉ | ○ | ○ | ○ | ○ |
| Prepare two or more drafts of a paper or assignment before turning it in | ○ | ○ | ○ | ○ | ○ |
| Work on a paper that requires integrating ideas or information from various sources | ○ | ◉ | ○ | ○ | ○ |
| Come to class without completing readings or assignments | ○ | ○ | ○ | ○ | ○ |
| Work with other students on projects during class | ○ | ○ | ○ | ◉ | ○ |
| Work with classmates outside of class to prepare class assignments | ○ | ○ | ○ | ○ | ○ |
| Tutor or teach other students (paid or voluntary) | ○ | ○ | ○ | ○ | ○ |
| Participate in a community-based project as a part of a regular course | ○ | ◉ | ○ | ○ | ○ |
| Use the internet or instant messaging to work on an assignment | ○ | ○ | ○ | ○ | ○ |
| Use e-mail to communicate with you | ○ | ○ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Discuss grades or assignments with you | ○ | ○ | ○ | ◉ | ○ |
| Talk about career plans with you | ○ | ○ | ○ | ○ | ○ |
| Discuss ideas from their readings or classes with you outside of class | ○ | ○ | ○ | ○ | ○ |
| Receive prompt feedback (written or oral) from you about their performance | ○ | ○ | ◉ | ○ | ○ |
| Work harder than they thought they could to meet your standards or expectations | ○ | ○ | ○ | ○ | ○ |
| Work with you on activities other than coursework | ○ | ○ | ○ | ○ | ○ |
| Discuss ideas from their readings or classes with others outside of class (students, family members, co-workers, etc.) | ◉ | ○ | ○ | ○ | ○ |
| Have serious conversations with students of a different race or ethnicity other than their own | ○ | ○ | ○ | ○ | ◉ |
| Have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values | ○ | ○ | ◉ | ○ | ○ |
| Skip class | ○ | ○ | ○ | ○ | ○ |

Save and Exit 6 of 44 Go to Next >>



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**During the current school year, how much does the coursework in your selected course section emphasize the following mental activities?**

| | Very much | Quite a bit | Some | Very little |
|---|---|---|---|---|
| Memorizing facts, ideas, or methods so the students can repeat them in pretty much the same form | ◉ | ○ | ○ | ○ |
| Analyzing the basic elements of an idea, experience, or theory | ○ | ◉ | ○ | ○ |
| Synthesizing and organizing ideas, information, or experiences in new ways | ○ | ○ | ◉ | ○ |
| Making judgments about the value or soundness of information, arguments, or methods | ○ | ○ | ○ | ◉ |
| Applying theories or concepts to practical problems or in new situations | ○ | ○ | ◉ | ○ |
| Having students use information they have read or heard to perform a new skill | ○ | ◉ | ○ | ○ |

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**In your selected course section, about how much reading and writing do your students do?**

| | None | 1 | 2 - 3 | 4 - 6 | More than 6 |
|---|---|---|---|---|---|
| Number of assigned textbooks, manuals, books, or book-length packs of course readings | ○ | ◉ | ○ | ○ | ○ |
| Number of written papers or reports of any length | ○ | ○ | ◉ | ○ | ○ |

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Select the response that best represents the extent to which your examinations of student performance (exams, portfolio) challenge students to do their best work.

| Extremely challenging | 7 | 6 | 5 | 4 | 3 | 2 | 1 | Extremely easy |
|---|---|---|---|---|---|---|---|---|
| | ○ | ○ | ◉ | ○ | ○ | ○ | ○ | |

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**How important is it to you that students at this college participate in the following when appropriate?**

| | Very important | Somewhat important | Not important |
|---|---|---|---|
| Internship, field experience, co-op experience, or clinical assignment | ○ | ◉ | ○ |
| English as a second language course | ◉ | ○ | ○ |
| Developmental/remedial reading course | ○ | ◉ | ○ |
| Developmental/remedial writing course | ○ | ○ | ◉ |
| Developmental/remedial math course | ○ | ◉ | ○ |
| Study skills course | ◉ | ○ | ○ |
| Honors course | ○ | ◉ | ○ |
| College orientation program or course | ○ | ○ | ◉ |
| Organized learning communities (linked courses/study groups led by faculty or counselors) | ○ | ◉ | ○ |

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**How much does this college emphasize each of the following?**

| | Very much | Quite a bit | Some | Very little |
|---|---|---|---|---|
| Encouraging students to spend significant amounts of time studying | ○ | ◉ | ○ | ○ |
| Providing students the support they need to help them succeed at this college | ○ | ◉ | ○ | ○ |
| Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | ○ | ○ | ◉ | ○ |
| Helping students cope with their non-academic responsibilities (work, family, etc.) | ○ | ○ | ◉ | ○ |
| Providing students the support they need to thrive socially | ○ | ◉ | ○ | ○ |
| Providing the financial support students need to afford their education | ○ | ○ | ◉ | ○ |
| Using computers in academic work | ○ | ◉ | ○ | ○ |

Save and Exit 11 of 44 Go to Next >>


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**About how many hours do you think full- and part-time students on average at this college spend in a typical 7-day week doing each of the following?**

| | Number of hours per week | | | | | |
|---|---|---|---|---|---|---|
| | None | 1 - 5 | 6 - 10 | 11 - 20 | 21 - 30 | 30 + |
| Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to their programs) | ○ | ○ | ○ | ○ | ◉ | ○ |
| Working for pay | ○ | ○ | ◉ | ○ | ○ | ○ |
| Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) | ○ | ○ | ○ | ◉ | ○ | ○ |
| Providing care for dependents living with them (parents, children, spouse, etc.) | ◉ | ○ | ○ | ○ | ○ | ○ |
| Commuting to and from classes | ○ | ○ | ○ | ◉ | ○ | ○ |

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Select the response that best represents the quality of student relationships with:

a. Other students

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Friendly, supportive, sense of belonging | 7 | 6 | 5 | ● 4 | 3 | 2 | 1 | Unfriendly, unsupportive, sense of alienation |

b. Intructors

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Available, helpful, sympathetic | 7 | 6 | ● 5 | 4 | 3 | 2 | 1 | Unavailable, unhelpful, unsympathetic |

c. Administrative personnel and offices

| | | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| Helpful, considerate, flexible | 7 | 6 | 5 | 4 | ● 3 | 2 | 1 | Unhelpful, inconsiderate, rigid |

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**To what extent do students' experiences in your selected course section contribute to their knowledge, skills, and personal development in the following areas?**

| | Very much | Quite a bit | Some | Very little | None |
|---|---|---|---|---|---|
| Acquiring a broad general education | ○ | ◉ | ○ | ○ | ○ |
| Acquiring job- or work-related knowledge and skills | ○ | ○ | ◉ | ○ | ○ |
| Writing clearly and effectively | ◉ | ○ | ○ | ○ | ○ |
| Speaking clearly and effectively | ○ | ○ | ◉ | ○ | ○ |
| Thinking critically and analytically | ○ | ○ | ○ | ◉ | ○ |
| Solving numerical problems | ○ | ○ | ◉ | ○ | ○ |
| Using computing and information technology | ○ | ○ | ○ | ◉ | ○ |
| Working effectively with others | ○ | ◉ | ○ | ○ | ○ |
| Learning effectively on their own | ○ | ◉ | ○ | ○ | ○ |
| Understanding themselves | ○ | ○ | ◉ | ○ | ○ |
| Understanding people of other racial and ethnic backgrounds | ○ | ◉ | ○ | ○ | ○ |
| Developing a personal code of values and ethics | ○ | ○ | ○ | ◉ | ○ |
| Contributing to the welfare of their community | ○ | ◉ | ○ | ○ | ○ |

| | | | | | |
|---|---|---|---|---|---|
| Developing clearer career goals | ○ | ○ | ◉ | ○ | ○ |
| Gaining information about career opportunities | ○ | ◉ | ○ | ○ | ○ |

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**This section has three parts. Please answer all three sections, indicating (1) HOW OFTEN you refer students to the following services, (2) HOW MUCH you incorporate the use of these services into your selected course section, and (3) HOW IMPORTANT you believe the services are to students at this college.**

**Part One: How often do you refer students to the following services?**

| | FREQUENCY OF REFERRAL | | | |
|---|---|---|---|---|
| | Often | Sometimes | Rarely/Never | N.A. |
| Academic advising/planning | ○ | ◉ | ○ | ○ |
| Career counseling | ○ | ◉ | ○ | ○ |
| Job placement assistance | ○ | ○ | ◉ | ○ |
| Peer or other tutoring | ○ | ○ | ◉ | ○ |
| Skill labs (writing, math, etc.) | ○ | ◉ | ○ | ○ |
| Child care | ○ | ○ | ○ | ◉ |
| Financial aid advising | ○ | ○ | ◉ | ○ |
| Computer lab | ◉ | ○ | ○ | ○ |
| Student organizations | ○ | ○ | ◉ | ○ |
| Transfer credit assistance | ○ | ◉ | ○ | ○ |
| Services to students with disabilities | ○ | ○ | ○ | ◉ |

**Part Two: How much do you incorporate the use of these services into your selected course section?**

| | USE IN COURSE SECTION | | | |
|---|---|---|---|---|
| | Often | Sometimes | Rarely/Never | N.A. |
| Academic advising/planning | ○ | ● | ○ | ○ |
| Career counseling | ○ | ○ | ● | ○ |
| Job placement assistance | ○ | ○ | ● | ○ |
| Peer or other tutoring | ○ | ● | ○ | ○ |
| Skill labs (writing, math, etc.) | ● | ○ | ○ | ○ |
| Child care | ○ | ○ | ● | ○ |
| Financial aid advising | ○ | ● | ○ | ○ |
| Computer lab | ○ | ○ | ○ | ● |
| Student organizations | ○ | ○ | ● | ○ |
| Transfer credit assistance | ● | ○ | ○ | ○ |
| Services to students with disabilities | ○ | ● | ○ | ○ |

**Part Three: How important do you believe these services are to students at this college?**

| | IMPORTANCE TO STUDENTS | | |
|---|---|---|---|
| | Very | Somewhat | Not at all |
| Academic advising/planning | ● | ○ | ○ |
| Career counseling | ○ | ○ | ● |
| Job placement assistance | ○ | ○ | ● |
| Peer or other tutoring | ○ | ● | ○ |
| Skill labs (writing, math, etc.) | ○ | ● | ○ |
| Child care | ● | ○ | ○ |

| | | | |
|---|---|---|---|
| Financial aid advising | ○ | ◉ | ○ |
| Computer lab | ○ | ◉ | ○ |
| Student organizations | ○ | ○ | ◉ |
| Transfer credit assistance | ○ | ◉ | ○ |
| Services to students with disabilities | ○ | ◉ | ○ |

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**How likely is it that the following issues would cause students to withdraw from class or from this college? (*Please respond to each item.*)**

| | Very likely | Likely | Somewhat likely | Not likely |
|---|---|---|---|---|
| Working full-time | ○ | ◉ | ○ | ○ |
| Caring for dependents | ○ | ○ | ◉ | ○ |
| Being academically unprepared | ○ | ○ | ◉ | ○ |
| Lacking finances | ○ | ◉ | ○ | ○ |
| Transferring to a 4-year college or university | ○ | ○ | ○ | ◉ |
| Personal issues | ◉ | ○ | ○ | ○ |

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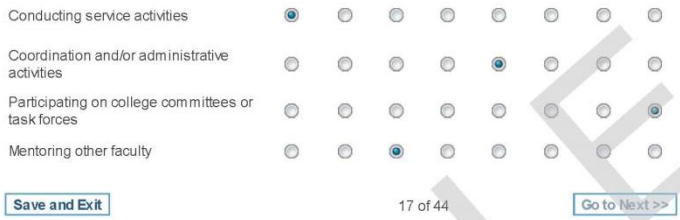
**About how many hours do you spend in a typical 7-day week doing each of the following?**

| | Number of hours per week | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | None | 1-4 | 5-8 | 9-12 | 13-16 | 17-20 | 21-30 | 31+ |
| Teaching students in class | ○ | ○ | ◉ | ○ | ○ | ○ | ○ | ○ |
| Grading papers | ○ | ○ | ○ | ◉ | ○ | ○ | ○ | ○ |
| Giving other forms of written and oral feedback to students | ○ | ○ | ○ | ○ | ○ | ○ | ◉ | ○ |
| Preparing for class | ○ | ◉ | ○ | ○ | ○ | ○ | ○ | ○ |
| Reflecting and working on ways to improve my teaching | ○ | ○ | ○ | ○ | ○ | ◉ | ○ | ○ |
| Research and scholarly activities | ○ | ○ | ○ | ◉ | ○ | ○ | ○ | ○ |
| Working with honors projects | ○ | ○ | ○ | ○ | ◉ | ○ | ○ | ○ |
| Advising students | ○ | ◉ | ○ | ○ | ○ | ○ | ○ | ○ |
| Supervising internships or other field experiences | ○ | ○ | ○ | ○ | ○ | ○ | ◉ | ○ |
| Working with students on activities other than course work (committees, organizations, student life activities, orientation, intramurals, etc.) | ○ | ○ | ○ | ○ | ◉ | ○ | ○ | ○ |
| Other interactions with students outside the classroom | ○ | ○ | ◉ | ○ | ○ | ○ | ○ | ○ |

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**In your selected course section, on average, what percentage of class time is spent on the following?**

| | 0% | 1 to 9% | 10 to 19% | 20 to 29% | 30 to 39% | 40 to 49% | 50 to 74% | 75 to 100% |
|---|---|---|---|---|---|---|---|---|
| Lecture | ○ | ○ | ◉ | ○ | ○ | ○ | ○ | ○ |
| Teacher-led discussion | ○ | ○ | ○ | ○ | ◉ | ○ | ○ | ○ |
| Teacher-student shared responsibility (seminar, discussion, etc.) | ○ | ◉ | ○ | ○ | ○ | ○ | ○ | ○ |
| Student computer use | ○ | ○ | ○ | ○ | ○ | ○ | ◉ | ○ |
| Small group activities | ○ | ○ | ○ | ◉ | ○ | ○ | ○ | ○ |
| Student presentations | ◉ | ○ | ○ | ○ | ○ | ○ | ○ | ○ |
| In-class writing | ○ | ○ | ○ | ○ | ○ | ◉ | ○ | ○ |
| Testing and evaluation | ○ | ○ | ◉ | ○ | ○ | ○ | ○ | ○ |
| Performances in applied and fine arts (dance, drama, music) | ○ | ○ | ○ | ○ | ○ | ○ | ○ | ◉ |
| Experiential (labs, field work, art exhibits, clinical placements, internships) | ○ | ○ | ○ | ○ | ◉ | ○ | ○ | ○ |
| Hands-on practice | ○ | ○ | ◉ | ○ | ○ | ○ | ○ | ○ |

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**What is the total number of credit hours you are scheduled to teach during the current academic year (including summer sessions) at this college?**

- ○ 1 to 3 hours
- ○ 4 to 6 hours
- ○ 7 to 9 hours
- ◉ 10 to 12 hours
- ○ 13 to 15 hours
- ○ 16 to 18 hours
- ○ 19 to 21 hours
- ○ 22 to 24 hours
- ○ 25 to 27 hours
- ○ 28 to 30 hours
- ○ More than 30 hours

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**During the current academic year, which of the following are part of your teaching role at this college? (*Mark all that apply.*)**

- [ ] Team teaching
- [x] Linked courses
- [ ] Learning community
- [ ] Capstone course (culminating a program or integrating a series of courses)
- [ ] Academic advising
- [x] Clinical or other field supervision of student work
- [ ] Distance learning course
- [ ] Service learning (community service) incorporated into course(s)
- [x] Independent study

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During the current academic year at this college, in which of the following ways, if at all, have you been involved in a structured experience for new students (sometimes called a "freshman seminar" or "first-year experience")? (*Mark all that apply.*)

NOTE: A freshman seminar or first-year experience may or may not have additional components, such as learning communities or student success courses.

- [ ] Planning/designing
- [ ] Coordinating/supervising
- [ ] Teaching/facilitating
- [x] Advising/referring students into the experience
- [ ] Training faculty
- [ ] Training or mentoring student tutors
- [ ] I am not involved

In your work directly with students in a freshman seminar or first-year experience, which of the following modalities have you employed when carrying out those activities? (*Mark all that apply.*)

- [x] Face-to-face interaction
- [ ] Online interaction (such as mediated lectures, forums, chat)
- [x] Computer-assisted learning (such as simulations, virtual labs, specialized software)

☐ Social networking technologies (such as Facebook, Twitter, MySpace)

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**During the current academic year at this college, in which of the following ways, if at all, have you been involved in an organized "learning community" (two or more courses that a group of students take together)? (*Mark all that apply.*)**

**NOTE: A learning community may or may not be integrated with a freshman seminar or first-year experience.**

- [ ] Planning/designing
- [ ] Coordinating/supervising
- [ ] Teaching/facilitating
- [x] Advising/referring students into the experience
- [ ] Training faculty
- [ ] Training or mentoring student tutors
- [ ] I am not involved

**In your work directly with students in an organized learning community, which of the following modalities have you employed when carrying out those activities? (*Mark all that apply.*)**

- [ ] Face-to-face interaction
- [x] Online interaction (such as mediated lectures, forums, chat)
- [ ] Computer-assisted learning (such as simulations, virtual labs, specialized software)

☐ Social networking technologies (such as Facebook, Twitter, MySpace)

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**During the current academic year at this college, in which of the following ways, if at all, have you been involved in college orientation? (*Mark all that apply*.)**

**NOTE: College orientation may or may not be integrated with other programs such as a first-year experience or student success course.**

- [ ] Planning/designing
- [ ] Coordinating/supervising
- [ ] Teaching/facilitating
- [x] Advising/referring students into the experience
- [ ] Training faculty
- [ ] Training or mentoring student tutors
- [ ] I am not involved

**In your work directly with students in college orientation, which of the following modalities have you employed when carrying out those activities? (*Mark all that apply*.)**

- [ ] Face-to-face interaction
- [ ] Online interaction (such as mediated lectures, forums, chat)
- [ ] Computer-assisted learning (such as simulations, virtual labs, specialized software)
- [x] Social networking technologies (such as Facebook, Twitter, MySpace)

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**During the current academic year at this college, in which of the following ways, if at all, have you been involved in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course)? (*Mark all that apply.*)**

**NOTE: A student success course may or may not be integrated with a freshman seminar or first-year experience or learning community.**

- [ ] Planning/designing
- [ ] Coordinating/supervising
- [ ] Teaching/facilitating
- [x] Advising/referring students into the experience
- [ ] Training faculty
- [ ] Training or mentoring student tutors
- [ ] I am not involved

**In your work directly with students in a student success course, which of the following modalities have you employed when carrying out those activities? (*Mark all that apply.*)**

- [ ] Face-to-face interaction
- [ ] Online interaction (such as mediated lectures, forums, chat)
- [x] Computer-assisted learning (such as simulations, virtual labs, specialized software)

☐ Social networking technologies (such as Facebook, Twitter, MySpace)

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**During the current academic year at this college, in which of the following ways, if at all, have you been involved in an accelerated course or a fast-track program (learning experience designed to move students through coursework in order to complete their educational goals more quickly)? (*Mark all that apply.*)**

- [ ] Planning/designing
- [ ] Coordinating/supervising
- [ ] Teaching/facilitating
- [x] Advising/referring students into the experience
- [ ] Training faculty
- [ ] Training or mentoring student tutors
- [ ] I am not involved

**In your work directly with students in an accelerated course or a fast-track program, which of the following modalities have you employed when carrying out those activities? (*Mark all that apply.*)**

- [x] Face-to-face interaction
- [ ] Online interaction (such as mediated lectures, forums, chat)
- [x] Computer-assisted learning (such as simulations, virtual labs, specialized software)
- [ ] Social networking technologies (such as Facebook, Twitter, MySpace)

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**At the beginning of the current term, in your selected course section, which of the following methods, if any, did you use to administer an in-class assessment to determine your students' preparedness to succeed in the course? (*Mark all that apply.*)**

- [ ] A written assessment
- [ ] An oral assessment
- [x] An online assessment
- [ ] A computer-assisted assessment
- [ ] None of these

**Which of the following, if any, is your MOST COMMON action based on results of your in-class assessment if a student is under-prepared?**

- (•) I recommend to a student that he/she use tutoring or other academic support service
- ( ) I recommend to academic advising or student services that a student be placed in another course or level
- ( ) I adjust my course pedagogy or approach
- ( ) I advise a student to drop the course
- ( ) Other (Please briefly explain):

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During the current term at this college, about what percentage of the students in your selected course section registered AFTER the first class session?

- None
- 1-10%
- 11-25%
- 26-50%
- More than 50%

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**For your selected course section, do you have a course attendance policy that specifies the adverse impact on students' grades for missing class?**

- ○ No
- ◉ Yes

**In which of the following ways, if any, have you communicated the attendance policy to the students in your selected course section? (*Mark all that apply.*)**

- ☐ I've orally explained the policy to my students
- ☐ I've included the policy on the course syllabus
- ☑ I've posted the policy on a course website, blog, etc.
- ☐ I've sent the policy in an e-mail to my students
- ☐ I've sent the policy in a text message (SMS message) to my students
- ☐ I've posted the policy or sent it via social networking tools (Facebook, Twitter, MySpace)
- ☐ I had students sign the syllabus or attendance policy as a contract or mutual understanding of expectations

**What is the nature of the adverse impact on students' grades for missing class (not assignment deadlines) in your selected course section? (*Mark all that apply.*)**

- ☐ Attendance is tied to a participation score or grade

- [x] I deduct a given number of points from the final grade for each missed class
- [ ] I deduct a given number of points after a preset number of classes have been missed
- [ ] Other (Please briefly explain):

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| | Very often | Often | Sometimes | Never |
|---|---|---|---|---|
| How often during your selected course section do you ASSIGN group learning experiences that REQUIRE students to interact with a specific group of peers DURING class to complete group assignments or projects? | ◉ | ○ | ○ | ○ |
| How often during your selected course section do you ASSIGN group learning experiences that REQUIRE students to interact with a specific group of peers OUTSIDE of the classroom to complete group assignments or projects? | ○ | ○ | ◉ | ○ |
| How often during your selected course section do you ASSIGN group learning experiences that REQUIRE students to study together OUTSIDE of class? | ○ | ◉ | ○ | ○ |
| How often during your selected course section do you ASSIGN group learning experiences that REQUIRE students to study together DURING class? | ○ | ○ | ○ | ◉ |
| How often during your selected course section do you ASSIGN group learning experiences that REQUIRE students to collaborate using technology-mediated methods (such as forums, blogs, wikis, social networking tools, multiplayer games)? | ○ | ◉ | ○ | ○ |

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**In your selected course section, do you REQUIRE students to be involved in an internship, apprenticeship, clinical placement, or other "hands-on" learning experience beyond the classroom?**

- ○ No
- ◉ Yes

**In your selected course section, do you REQUIRE students to be involved in service learning (community service as part of a regular college course)?**

- ○ No
- ◉ Yes

**In your selected course section, is supplemental instruction (extra class sessions with an instructor or experienced student) available to students?**

- ○ No
- ◉ Yes

**In your selected course section, do you REQUIRE students to be involved in supplemental instruction (extra class sessions with an instructor or experienced student)?**

- ○ Yes, for all students
- ◉ Yes, for some students, depending on academic performance

○ No, participation is optional

**In your selected course section, which of the following modalities have you employed for providing that supplemental instruction? (*Mark all that apply.*)**

☐ Face-to-face interaction

☑ Online interaction (such as mediated lectures, forums, chat)

☐ Social networking technologies (such as Facebook, Twitter, MySpace)

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**Which of the following statements best describe actions you have taken in regard to students who have been struggling academically during the current term in your selected course section? (*Mark all that apply.*)**

- [ ] I've communicated with students directly during class
- [x] I've contacted students directly outside of class
- [ ] I've notified someone else in the college who contacts students as part of a systematic early academic warning system
- [ ] I've contacted someone else in the college who then contacts students as part of an informal intervention process
- [x] I have referred students to college tutoring services
- [ ] I have required that students participate in college tutoring services
- [ ] Other (Please briefly explain):

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**Which of the following best describes your academic rank, title, or current position?**

- ○ Professor
- ◉ Associate Professor
- ○ Assistant Professor
- ○ Instructor
- ○ Lecturer
- ○ Other

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**What is your current tenure status?**

- Tenured
- On tenure track, but not tenured
- Not on tenure track, although this institution has a tenure system
- No tenure system at this institution

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**How many years of teaching experience do you have in any college/university, not including graduate teaching assistant positions?**

- 40 years or more
- 30 to 39 years
- 20 to 29 years
- 10 to 19 years
- 5 to 9 years
- 1 to 4 years
- First-year teacher

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**What is the highest degree you have earned?**

- First professional degree (e.g., M.D., D.D.S., J.D., D.V.M.)
- Doctoral degree (e.g., Ph.D., Ed.D.)
- (•) Master's degree
- Bachelor's degree
- Associate degree
- Other

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**What is your age group?**

- 22 to 24
- 25 to 29
- (•) 30 to 39
- 40 to 49
- 50 to 64
- 65 or more

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What is your gender?

- Male
- Female

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Comments to: webmaster@cccse.org


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**What is your citizenship status?**

- (●) United States citizen, native
- ( ) United States citizen, naturalized
- ( ) Permanent resident of the United States (immigrant visa)
- ( ) Temporary resident of the United States (non-immigrant visa)

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**What is your racial or ethnic identification?**

- ○ American Indian or other Native American
- ○ Asian, Asian American or Pacific Islander
- ○ Native Hawaiian
- ○ Black or African American, Non-Hispanic
- ○ White, Non-Hispanic
- ◉ Hispanic, Latino, Spanish
- ○ Other

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**Where are you employed outside of this college?**

- [x] Self-employed
- [ ] Other college(s) in teaching position
- [x] Other college(s) in non-teaching position
- [ ] Full-time non-academic position
- [ ] Part-time non-academic position
- [ ] Work related to my teaching field at this college
- [ ] Not employed elsewhere

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**Using the list provided, please select the area that best corresponds to your teaching subject.**

N/A
Developmental Math
Developmental Reading
Developmental Writing
Other Developmental
Agriculture
Architecture & Related Programs (city/urban, community/regional planning, etc.)
Biological Sciences/Life Sciences (biology, biochemistry, botany, zoology, etc.)
Business Management & Administrative Services (accounting, business admin., mark
Communications (advertising, journalism, television/radio, etc.)
Computer & Information Sciences
Conservation & Renewable Natural Resources (fishing, forestry, wildlife, etc.)
Construction Trades (masonry, carpentry, plumbing & pipe fitters, etc.)
Education
Engineering
English Language & Literature/Letters (composition, creative writing, etc.)
Foreign Languages & Literatures (French, Spanish, etc.)
Health Professions & Related Sciences (nursing, physical therapy, dental, EMT, veteri
Law & Legal Studies
Liberal Arts & Sciences, General Studies & Humanities
Library Science
Mathematics
Mechanics & Repairers (A/C, heating & refrigeration, electrical/electronic equipment, e
Military Technologies
Multi/Interdisciplinary Studies (international relations, ecology, environmental studies,
Parks, Recreation, Leisure & Fitness Studies
Personal & Miscellaneous Services (gaming & sports, cosmetic, culinary, etc.)
Physical Sciences (astronomy, chemistry, geology, physics, etc.)
Precision Production Trades (drafting, graphic, precious metal worker, etc.)
Protective Services (criminal justice & corrections, fire protection, etc.)
Psychology
Public Administration & Services (public policy, social work, etc.)
Science Technologies (biological technology, nuclear & industrial radiological technolo
Social Sciences & History (anthropology, archeology, economics, geography, history,
Theology Studies & Religious Vocations (philosophy, ministry, etc.)
Transportation & Materials Moving Workers (air, vehicle & water workers, etc.)
Visual & Performing Arts (art, music, theater, dance, etc.)
Vocational Home Economics (child care/guidance worker & manager, clothing, appare
Other

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Please share your general comments regarding this survey in the box below.

1500 characters remaining

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Please share any specific recommendations for changes to this survey in the box below.

1500 characters remaining

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**THANK YOU FOR SHARING YOUR RESPONSES!**

You may print this page as confirmation of your participation in *CCFSSE*.

Your Access Code is: **ABCDEFGH**

Please click the "Exit" button below to exit the survey. You will be directed to the Center for Community College Student Engagement website.

Thank you again for your time.

<< Back to Survey | Exit | Print This Page



Center for Community College Student Engagement
—a Research and Service Initiative—
Community College Leadership Program | Department of Educational Administration | College of Education
The University of Texas at Austin

# Appendix D

## The Center for Community College

## Student Engagement Crosswalk Tool



# *CCFSSE*/*CCSSE* Crosswalk

The following crosswalk includes similar items that are asked on both the Community College Faculty Survey of Student Engagement (*CCFSSE*) and the Community College Survey of Student Engagement (*CCFSSE*), arranged first by *CCSSE* benchmark and then by other related items. Member colleges are already using student survey results for internal review, benchmarking, and responding to accrediting agencies. *CCFSSE* results can be used to strengthen those endeavors and to promote faculty involvement. Furthermore, results from *CCFSSE* can be used to target areas of focus for faculty development programs.

The Student and Faculty Frequency Distributions report, available on the *CCFSSE* tab of the *CCSSE* online reporting system, enables member colleges to view faculty expectations and perceptions of student engagement alongside student responses. Colleges may use this crosswalk along with the Student and Faculty Frequency Distributions report to identify areas of strength as well as recognize challenges or gaps that may require further consideration. It is important to remember, however, that the side-by-side tables, while illustrative, are not entirely equivalent–that is, *CCSSE* asks students to report perceptions and experiences across the period of the current academic year. Faculty members, in contrast, are asked to describe their practices in a specific course.

The comparison of student and faculty responses provides a useful prompt for campus discussions, particularly in those areas where students and faculty seem to be reporting divergent perceptions of the same experience. This crosswalk can be used in conjunction with the "Faculty Prediction Exercise," also available in the Tools section of the *CCSSE* website, to prompt discussion on these differences.

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# *CCFSSE/CCSSE* Crosswalk

| *CCFSSE* Item | Item Description | *CCSSE* Item |
|---|---|---|
| **Active and Collaborative Learning** | | |
| FCLQUEST | Frequency: Students ask questions in class or contribute to class discussions | 4a - CLQUEST |
| FCLPRESEN | Frequency: Students make a class presentation | 4b - CLPRESEN |
| FCLASSGRP | Frequency: Students work with other students on projects during class | 4f - CLASSGRP |
| FOCCGRP | Frequency: Students work with classmates outside of class to prepare class assignments | 4g - OCCGRP |
| FTUTOR | Frequency: Students tutor or teach other students (paid or voluntary) | 4h - TUTOR |
| FCOMMPROJ | Frequency: Students participate in a community-based project as part of a regular course | 4i - COMMPROJ |
| FOOCIDEAS | Frequency: Students discuss ideas from readings or classes with others outside of class (students, family members, co-workers, etc.) | 4r - OOCIDEAS |
| **Student Effort** | | |
| FREWROPAP | Frequency: Students prepare two or more drafts of a paper or assignment before turning it in | 4c - REWROPAP |
| FINTEGRAT | Frequency: Students work on a paper or project that requires integrating ideas or information from various sources | 4d - INTEGRAT |
| FCLUNPREP | Frequency: Students come to class without completing readings or assignments | 4e - CLUNPREP |
| FACADPR01 | Students' hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) | 10a - ACADPR01 |
| FUSETUTOE | Students' frequency of use: Peer or other tutoring | 13d1 - USETUTOR |
| FUSELAB | Students' frequency of use: Skill labs (writing, math, etc.) | 13e1 - USELAB |
| FUSECOMLB | Students' frequency of use: Computer lab | 13h1 - USECOMLB |
| **Academic Challenge** | | |
| FWORKHARD | Frequency: Students worked harder than they thought they could to meet an instructor's standards or expectations | 4p - WORKHARD |
| FANALYZE | Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory | 5b - ANALYZE |
| FSYNTHESZ | Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways | 5c - SYNTHESZ |
| FEVALUATE | Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods | 5d - EVALUATE |
| FAPPLYING | Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations | 5e - APPLYING |
| FPERFORM | Amount of emphasis in coursework: Using information read or heard to perform a new skill | 5f - PERFORM |

# *CCFSSE/CCSSE* Crosswalk

| *CCFSSE* Item | Item Description | *CCSSE* Item |
|---|---|---|
| **Academic Challenge (continued)** | | |
| FWRITEANY | Number of written papers or reports of any length | 6c - WRITEANY |
| FEXAMS | Rate the extent to which student examinations challenge them to do their best work | 7 - EXAMS |
| FENVSCHOL | Amount of emphasis by college: Encouraging students to spend significant amounts of time studying | 9a - ENVSCHOL |
| **Student-Faculty Interaction** | | |
| FEMAIL | Frequency: Students use e-mail to communicate with an instructor | 4k - EMAIL |
| FFACGRADE | Frequency: Students discuss grades or assignments with an instructor | 4l - FACGRADE |
| FFACPLANS | Frequency: Students talk about career plans with an instructor or advisor | 4m - FACPLANS |
| FFACIDEAS | Frequency: Students discuss ideas from their readings or classes with instructors outside of class | 4n - FACIDEAS |
| FFACFEED | Frequency: Students receive prompt feedback (written or oral) from instructors on their performance | 4o - FACFEED |
| FFACOTH | Frequency: Students work with instructors on activities other than coursework | 4q - FACOTH |
| **Support for Learners** | | |
| FENVSUPRT | Amount of emphasis by college: Providing the support students need to help them succeed at the college | 9b - ENVSUPRT |
| FENDIVRS | Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds | 9c - ENVDIVRS |
| FENVNACAD | Amount of emphasis by college: Helping students cope with their non-academic responsibilities (work, family, etc.) | 9d - ENVNACAD |
| FENVSOCAL | Amount of emphasis by college: Providing students the support they need to thrive socially | 9e - ENVSOCAL |
| FFINSUPP | Amount of emphasis by college: Providing students the financial support they need to afford their education | 9f - FINSUPP |
| FUSEACAD | Frequency of referral/Students' frequency of use: Academic advising/planning | 13a1 - USEACAD |
| FUSECACOU | Frequency of referral/Students' frequency of use: Career counseling | 13b1 - USECACOU |
| **Other Related Items** | | |
| FINTERNET | Frequency: Students use the Internet or instant messaging to work on an assignment | 4j - INTERNET |
| FDIVRSTUD | Frequency: Students have serious conversations with students of a different race or ethnicity other than their own | 4s - DIVRSTUD |
| FDIFFSTUD | Frequency: Students have serious conversations with students who differ from them in terms of their religious beliefs, political opinions, or personal values | 4t - DIFFSTUD |
| FSKIPCLAS | Frequency: Students skip class | 4u - SKIPCLAS |

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# *CCFSSE/CCSSE* Crosswalk

| *CCFSSE* Item | Item Description | *CCSSE* Item |
|---|---|---|
| **Other Related Items (continued)** | | |
| FMEMORIZE | Amount of emphasis by college: Memorizing facts, ideas, or methods from classes and readings so students can repeat them in pretty much the same form | 5a - MEMORIZE |
| FINTERN | Importance/Extent of participation: Internship, field experience, co-op experience, or clinical assignment | 8a - INTERN |
| FESL | Importance/Extent of participation: English as a second language course | 8b - ESL |
| FDEVREAD | Importance/Extent of participation: Developmental/remedial reading course | 8c - DEVREAD |
| FDEVWRITE | Importance/Extent of participation: Developmental/remedial writing course | 8d - DEVWRITE |
| FDEVMATH | Importance/Extent of participation: Developmental/remedial math course | 8e - DEVMATH |
| FSTUDSKIL | Importance/Extent of participation: Study skills course | 8f - STUDSKIL |
| FHONORS | Importance/Extent of participation: Honors course | 8g - HONORS |
| FORIEN | Importance/Extent of participation: College orientation program or course | 8h - ORIEN |
| FLRNCOMM | Importance/Extent of participation: Organized learning communities (linked courses/study groups led by faculty or counselors) | 8i - LRNCOMM |
| FENVCOMP | Amount of emphasis by college: Students use computers in academic work | 9g - ENVCOMP |
| FPAYWORK | Students' hours spent per week: Working for pay | 10b - PAYWORK |
| FCOCURR01 | Students' hours spent per week: Participating in college-sponsored activities (organizations, campus publications, student government, intercollegiate or intramural sports, etc.) | 10c - COCURR01 |
| FCAREDE01 | Students' hours spent per week: Providing care for dependents living with them (parents, children, spouse, etc.) | 10d - CAREDE01 |
| FCOMMUTE | Students' hours spent per week: Commuting to and from classes | 10e - COMMUTE |
| FENVSTU | Students' quality of relationship: Other students | 11a - ENVSTU |
| FENVFAC | Students' quality of relationship: Instructors | 11b - ENVFAC |
| FENVADM | Students' quality of relationship: Administrative personnel and offices | 11c - ENVADM |
| FGNDENLED | Amount students' experience at this college contributes to their: Acquiring a broad general education | 12a - GNGENLED |
| FGNWORK | Amount students' experience at this college contributes to their: Acquiring a job or work-related knowledge and skills | 12b - GNWORK |
| FGNWRITE | Amount students' experience at this college contributes to their: Writing clearly and effectively | 12c - GNWRITE |

# *CCFSSE/CCSSE* Crosswalk

| *CCFSSE* Item | Item Description | *CCSSE* Item |
|---|---|---|
| **Other Related Items (continued)** | | |
| FGNSPEAK | Amount students' experience at this college contributes to their: Speaking clearly and effectively | 12d - GNSPEAK |
| FGNANALY | Amount students' experience at this college contributes to their: Thinking critically and analytically | 12e - GNANALY |
| FGNSOLVE | Amount students' experience at this college contributes to their: Solving numeric problems | 12f - GNSOLVE |
| FGNCMPTS | Amount students' experience at this college contributes to their: Using computer and information technology | 12g - GNCMPTS |
| FGNOTHERS | Amount students' experience at this college contributes to their: Working effectively with others | 12h - GNOTHERS |
| FGNINQ | Amount students' experience at this college contributes to their: Learning effectively on their own | 12i - GNINQ |
| FGNSELF | Amount students' experience at this college contributes to their: Understanding themselves | 12j - GNSELF |
| FGNDIVERS | Amount students' experience at this college contributes to their: Understanding people of other racial and ethnic backgrounds | 12k - GNDIVERS |
| FGETHICS | Amount students' experience at this college contributes to their: Developing a personal code of values and ethics | 12l - GNETHICS |
| FGNCOMMUN | Amount students' experience at this college contributes to their: Contributing to the welfare of their community | 12m - GNCOMMUN |
| FCARGOAL | Amount students' experience at this college contributes to their: Developing clearer career goals | 12n - CARGOAL |
| FGAINCAR | Amount students' experience at this college contributes to their: Gaining information about career opportunities | 12o - GAINCAR |
| FUSEJOBPL | Frequency of referral/Students' frequency of use: Job placement assistance | 13c1 - USEJOBPL |
| FUSESTORG | Frequency of referral/Students' frequency of use: Transfer credit assistance | 13j1 - USETRCRD |
| FUSEDISAB | Frequency of referral/Students' frequency of use: Services to students with disabilities | 13k1 - USEDISAB |
| FIMPACAD | Importance to students: Academic advising/planning | 13a3 - IMPACAD |

# Appendix E

## The Center for Community College

## Student Engagement CCSSE Benchmarks


# Benchmarks of Effective Practice

## *Active and Collaborative Learning*

Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with the kinds of situations and problems they will encounter in the workplace, the community, and their personal lives.

***CCSSE* Items**

| | |
|---|---|
| 4a | Frequency: Asked questions in class or contributed to class discussions |
| 4b | Frequency: Made a class presentation |
| 4f | Frequency: Worked with other students on projects during class |
| 4g | Frequency: Worked with other classmates outside of class to prepare class assignments |
| 4h | Frequency: Tutored or taught other students (paid or voluntary) |
| 4i | Frequency: Participated in a community-based project as part of a regular course |
| 4r | Frequency: Discussed ideas from your readings or classes with others outside of class (students, family members, co-workers, etc.) |

## *Student Effort*

Students' behaviors contribute significantly to their learning and the likelihood that they will attain their educational goals. "Time on task" is a key variable, and there are a variety of settings and means through which students may apply themselves to the learning process.

***CCSSE* Items**

| | |
|---|---|
| 4c | Frequency: Prepared two or more drafts of a paper or assignment before turning it in |
| 4d | Frequency: Worked on a paper or project that required integrating ideas or information from various sources |
| 4e | Frequency: Come to class without completing readings or assignments |
| 6b | Number of books read on your own (not assigned) for personal enjoyment or academic enrichment |
| 10a | Hours spent per week: Preparing for class (studying, reading, writing, rehearsing, doing homework, or other activities related to your program) |
| 13d1 | Frequency of use: Peer or other tutoring |
| 13e1 | Frequency of use: Skill labs (writing, math, etc.) |
| 13h1 | Frequency of use: Computer lab |

## *Academic Challenge*

Challenging intellectual and creative work is central to student learning and collegiate quality. Ten survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the standards faculty members use to evaluate student performance.

***CCSSE* Items**

| | |
|---|---|
| 4p | Frequency: Worked harder than you thought you could to meet an instructor's standards or expectations |
| 5b | Amount of emphasis in coursework: Analyzing the basic elements of an idea, experience, or theory |

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***CCSSE* Items (continued)**

| | |
|---|---|
| 5c | Amount of emphasis in coursework: Synthesizing and organizing ideas, information, or experiences in new ways |
| 5d | Amount of emphasis in coursework: Making judgments about the value or soundness of information, arguments, or methods |
| 5e | Amount of emphasis in coursework: Applying theories or concepts to practical problems or in new situations |
| 5f | Amount of emphasis in coursework: Using information you have read or heard to perform a new skill |
| 6a | Number of assigned textbooks, manuals, books, or book-length packs of course readings |
| 6c | Number of written papers or reports of any length |
| 7 | Rate the extent to which your examinations have challenged you to do your best work |
| 9a | Amount of emphasis by college: Encouraging you to spend significant amounts of time studying |

## *Student-Faculty Interaction*

In general, the more interaction students have with their teachers, the more likely they are to learn effectively and persist toward achievement of their educational goals. Personal interaction with faculty members strengthens students' connections to the college and helps them focus on their academic progress. Working with an instructor on a project or serving with faculty members on a college committee lets students see first-hand how experts identify and solve practical problems. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

***CCSSE* Items**

| | |
|---|---|
| 4k | Frequency: Used e-mail to communicate with an instructor |
| 4l | Frequency: Discussed grades or assignments with an instructor |
| 4m | Frequency: Talked about career plans with an instructor or advisor |
| 4n | Frequency: Discussed ideas from your readings or classes with instructors outside of class |
| 4o | Frequency: Received prompt feedback (written or oral) from instructors on your performance |
| 4q | Frequency: Worked with instructors on activities other than coursework |

## *Support for Learners*

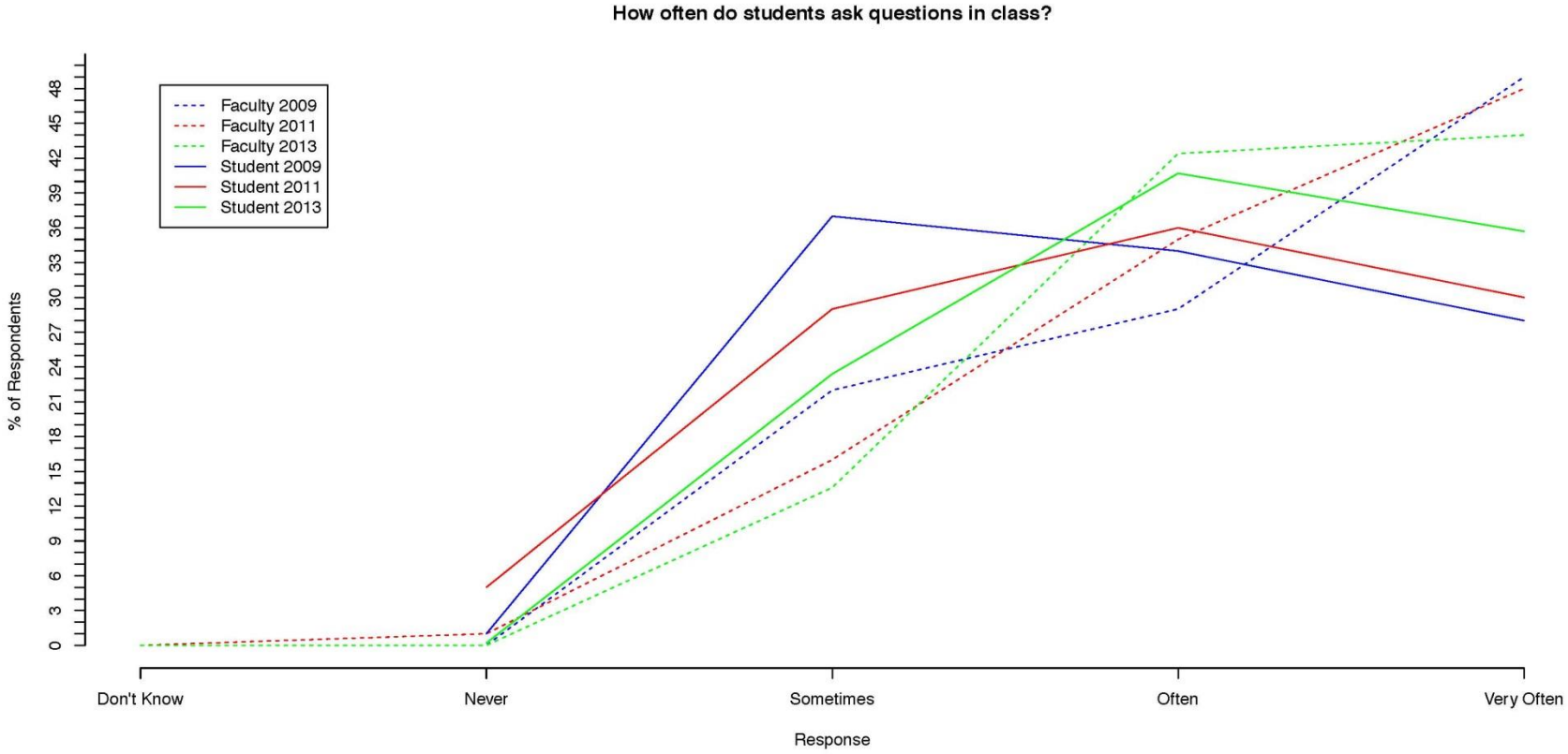
Students perform better and are more satisfied at colleges that are committed to their success and cultivate positive working and social relationships among different groups on campus. Community college students also benefit from services targeted to assist them with academic and career planning, academic skill development, and other areas that may affect learning and retention.

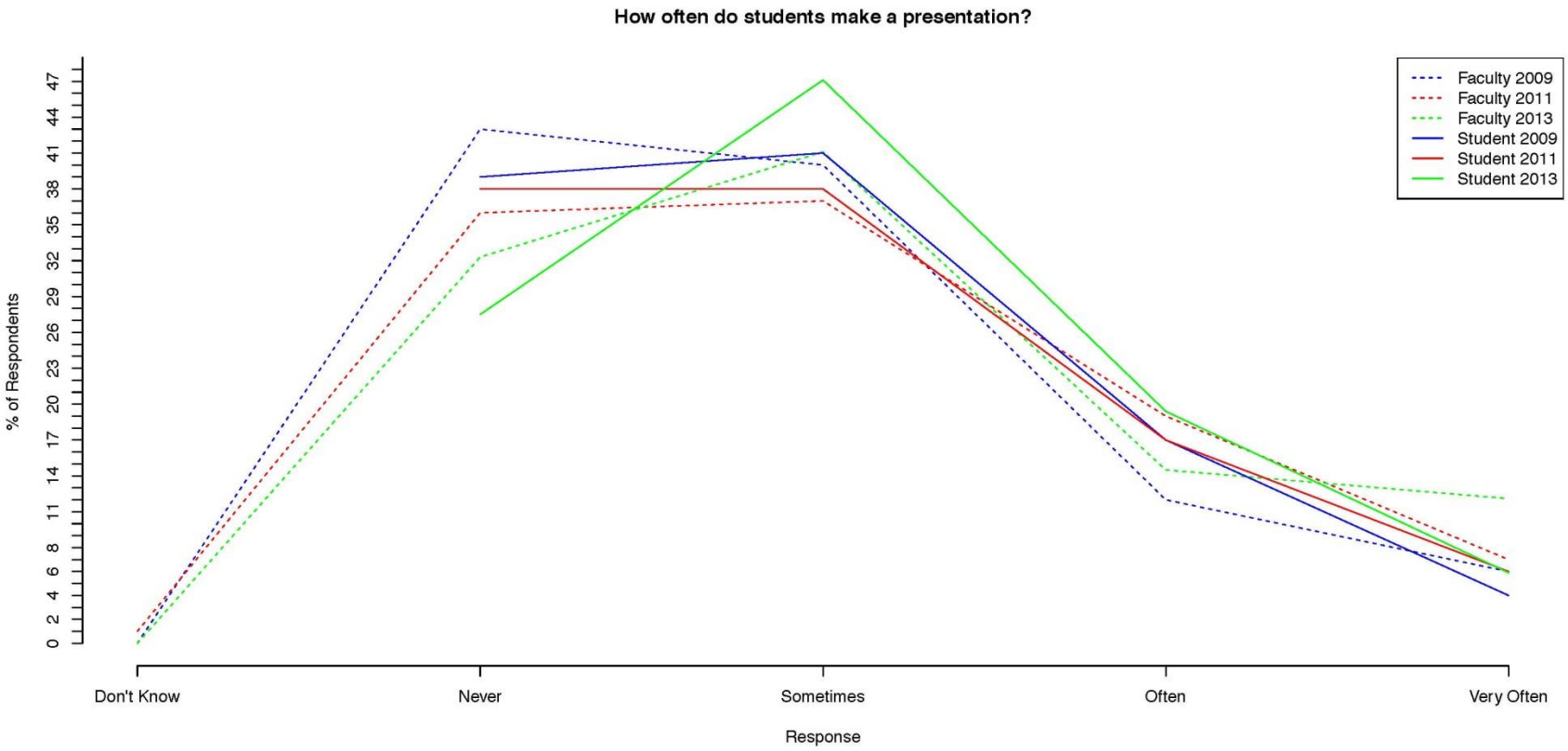
***CCSSE* Items**

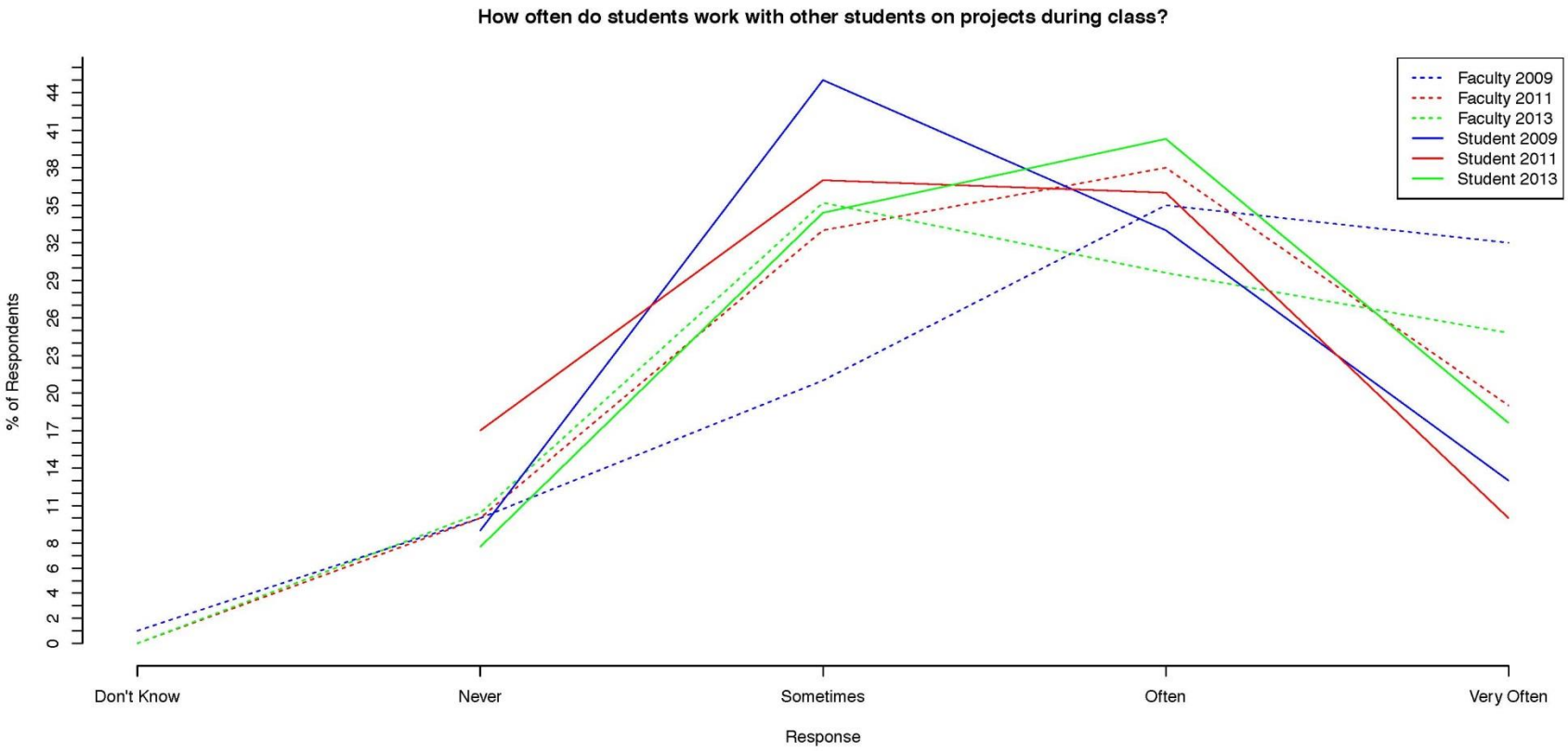
| | |
|---|---|
| 9b | Amount of emphasis by college: Providing the support you need to help you succeed at this college |
| 9c | Amount of emphasis by college: Encouraging contact among students from different economic, social, and racial or ethnic backgrounds |
| 9d | Amount of emphasis by college: Helping you cope with your non-academic responsibilities (work, family, etc.) |
| 9e | Amount of emphasis by college: Providing the support you need to thrive socially |
| 9f | Amount of emphasis by college: Providing the financial support you need to afford your education |
| 13a1 | Frequency of use: Academic advising/planning |
| 13b1 | Frequency of use: Career counseling |

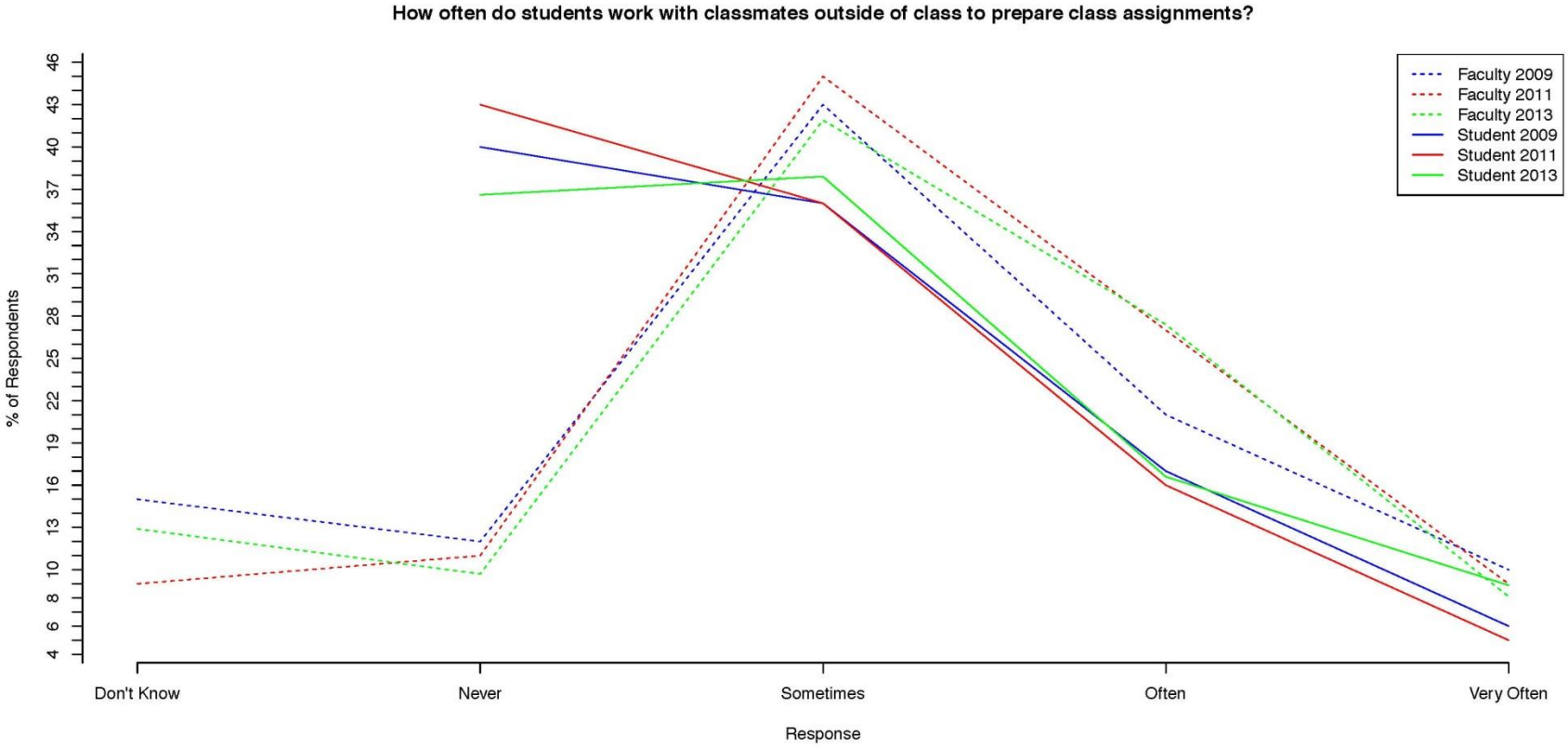
# Appendix F

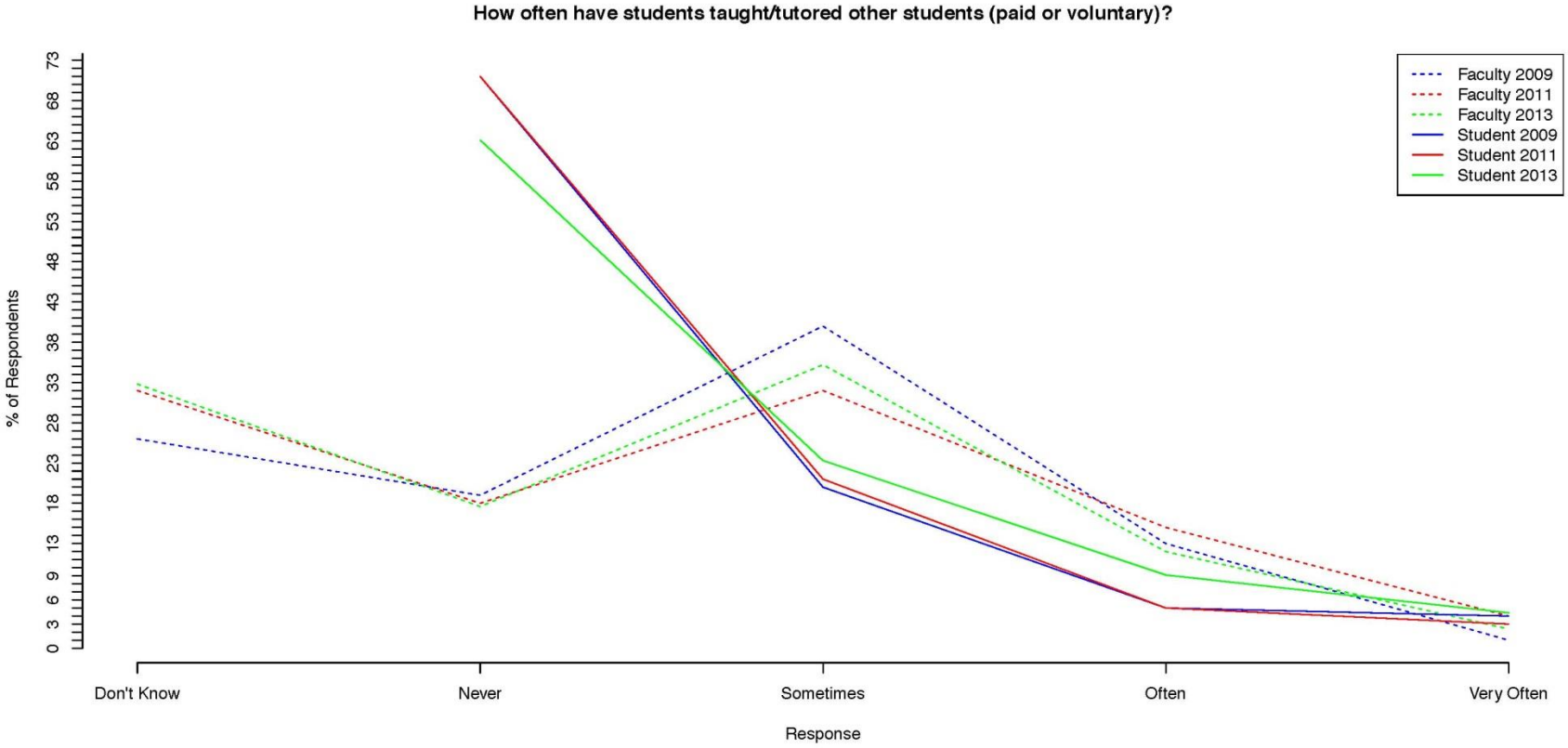
## Graphical Representation of the Central Mountain College CCSSE and CCFSSE survey results (2009, 2011, 2013) by CCCSE Benchmark

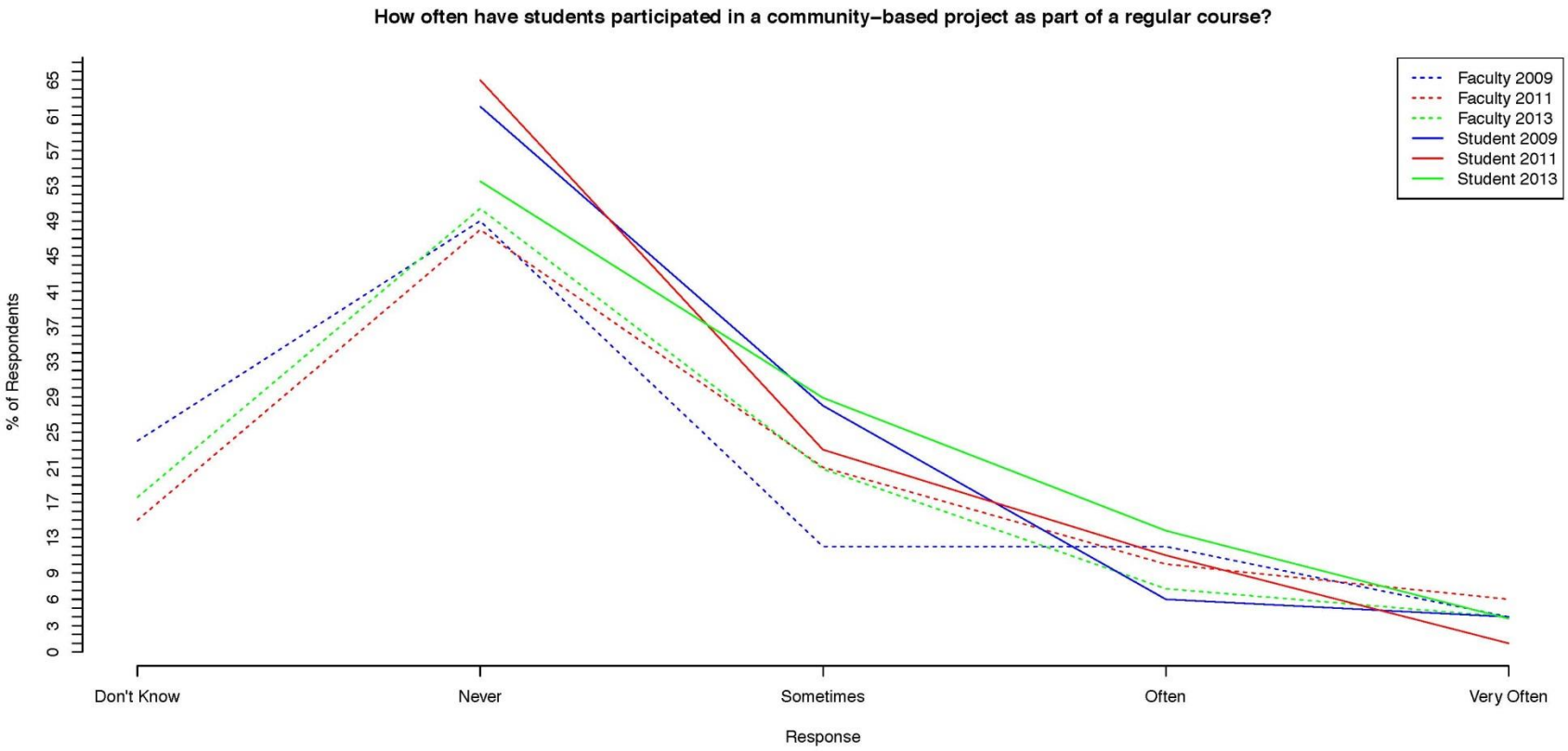

How often do students ask questions in class?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0
3
6
9
12
15
18
21
24
27
30
33
36
39
42
45
48
Don't Know
Never
Sometimes
Often
Very Often
Response

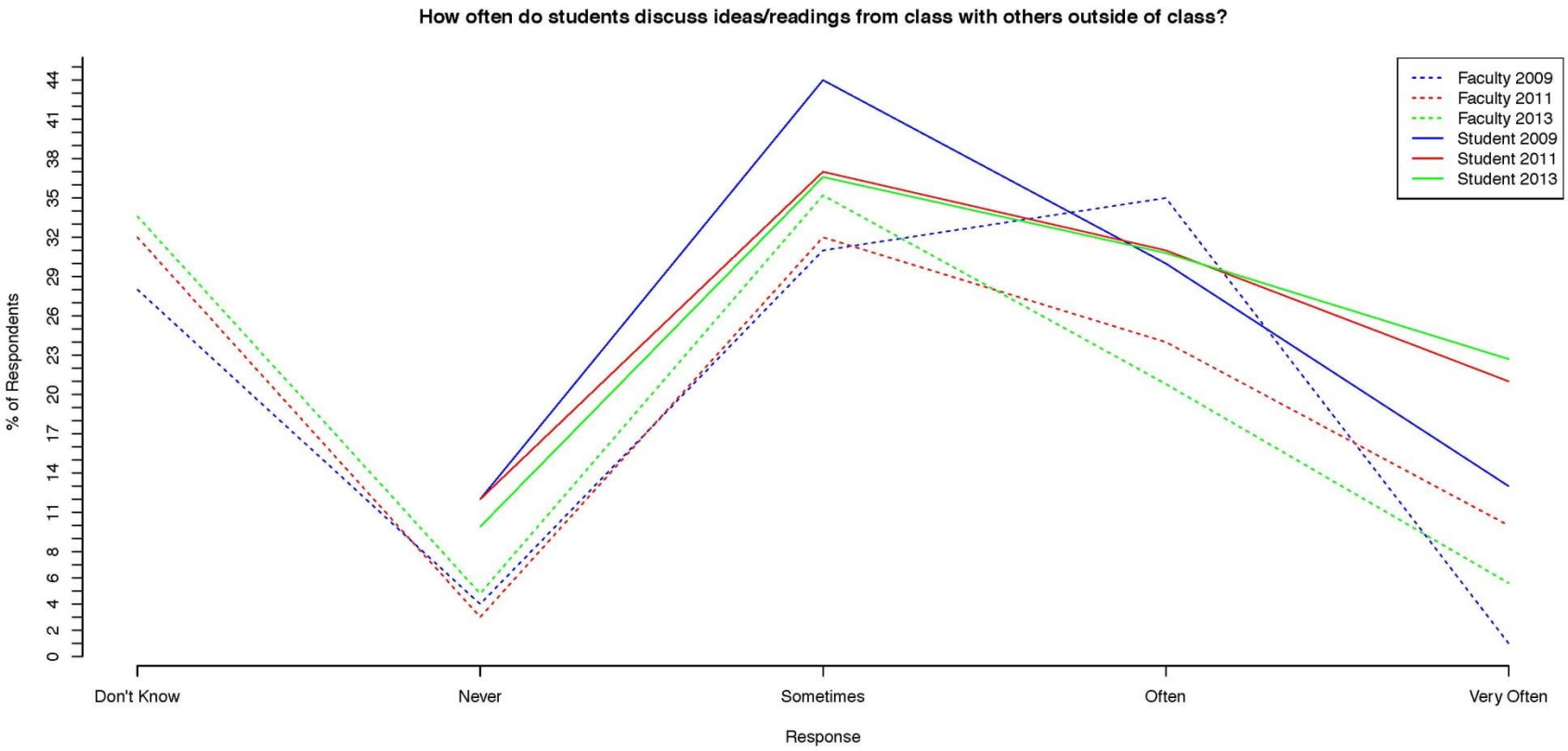

How often do students make a presentation?
% of Respondents
0 2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44 47
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

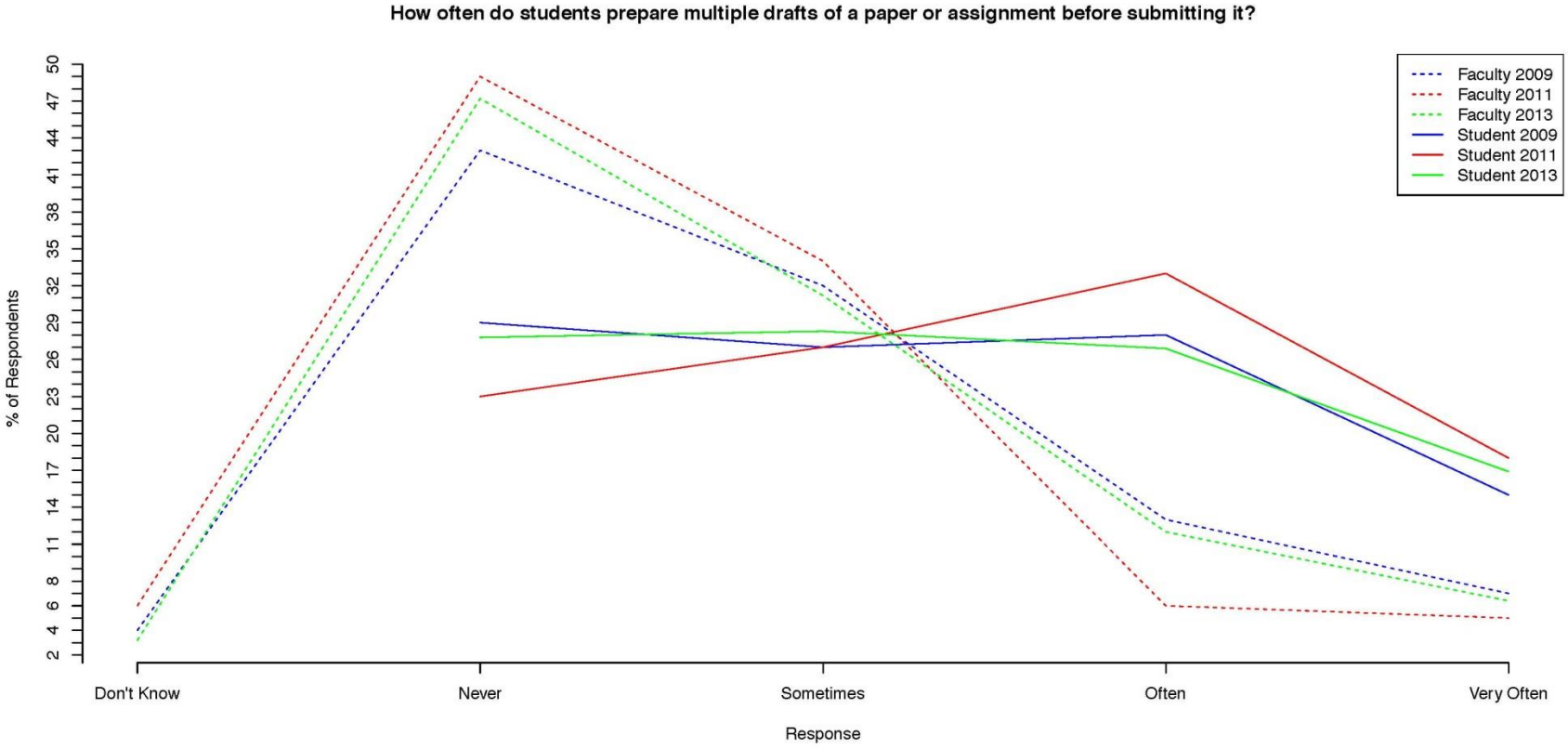

How often do students work with other students on projects during class?
% of Respondents
0 2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

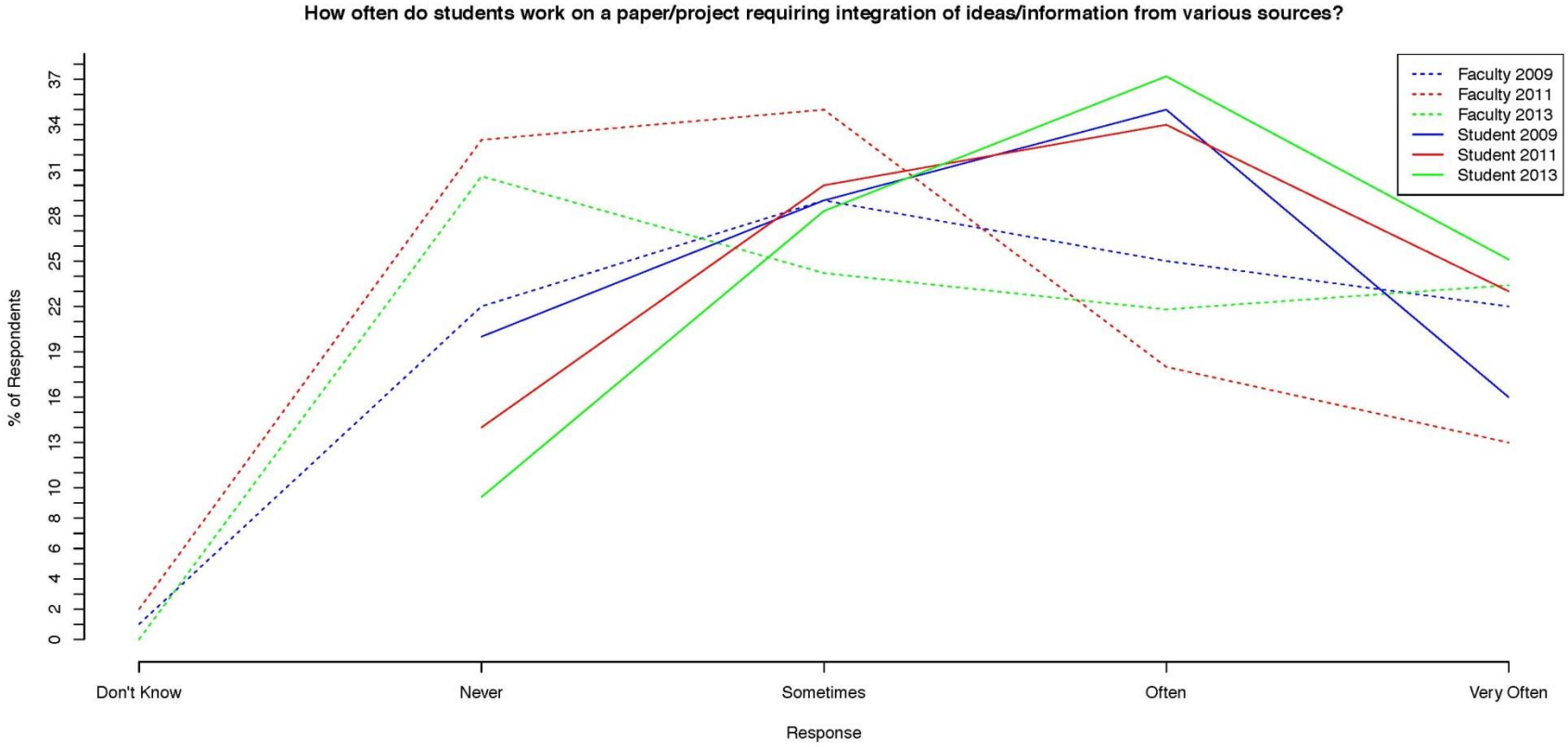

How often do students work with classmates outside of class to prepare class assignments?
% of Respondents
4
6
8
10
13
16
19
22
25
28
31
34
37
40
43
46
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

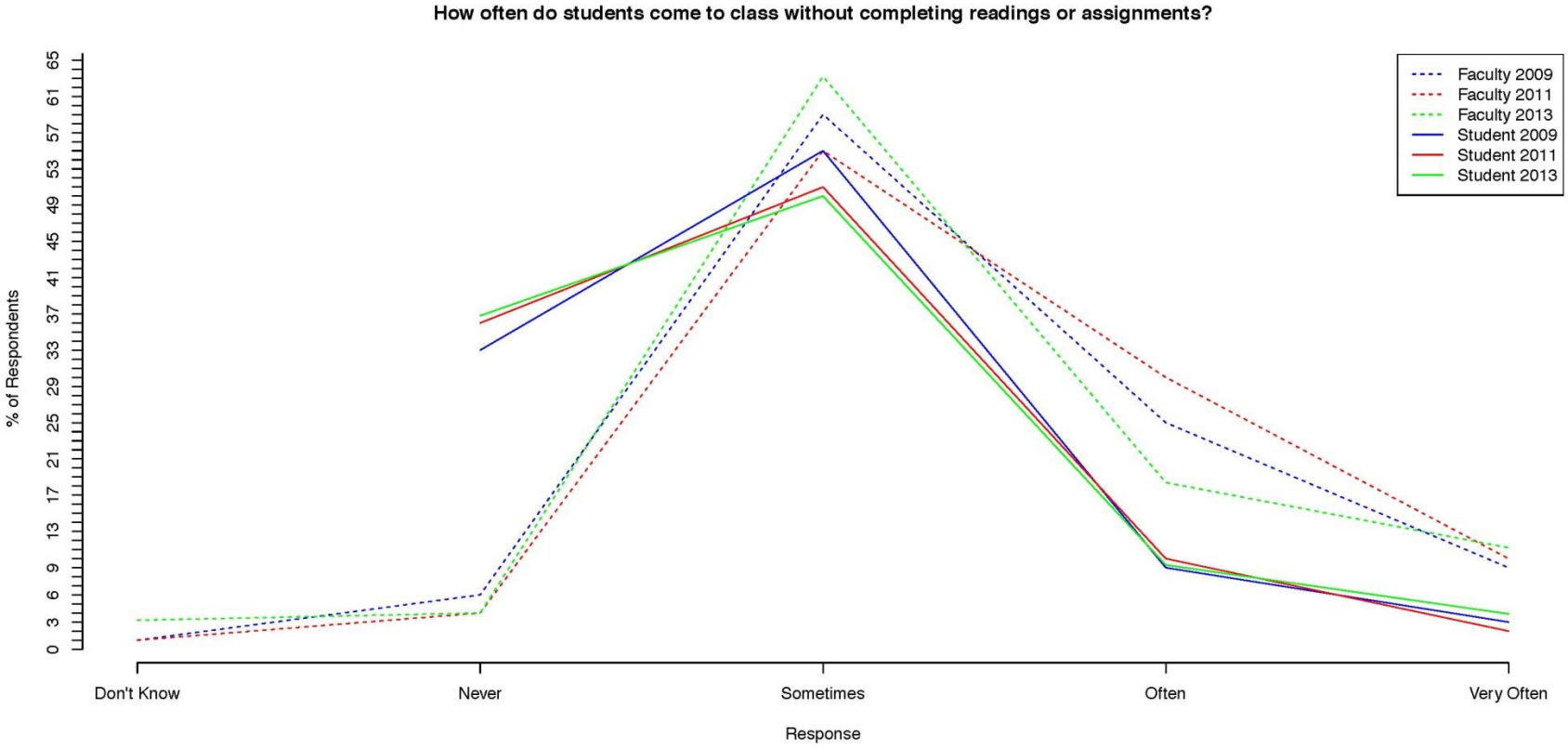

How often have students taught/tutored other students (paid or voluntary)?
% of Respondents
0 3 6 9 13 18 23 28 33 38 43 48 53 58 63 68 73
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
Don't Know
Never
Sometimes
Often
Very Often
Response

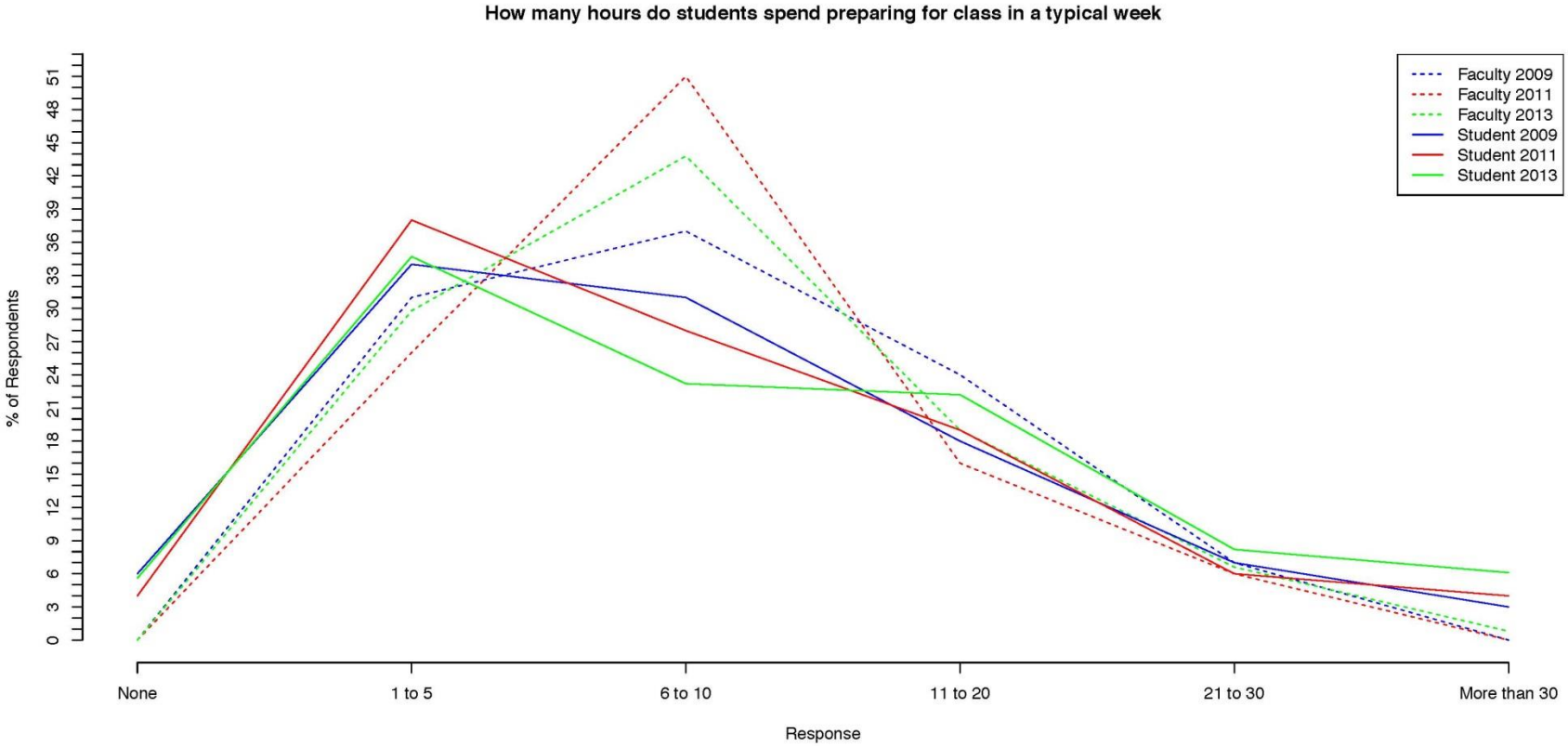

How often have students participated in a community–based project as part of a regular course?
% of Respondents
0 3 6 9 13 17 21 25 29 33 37 41 45 49 53 57 61 65
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

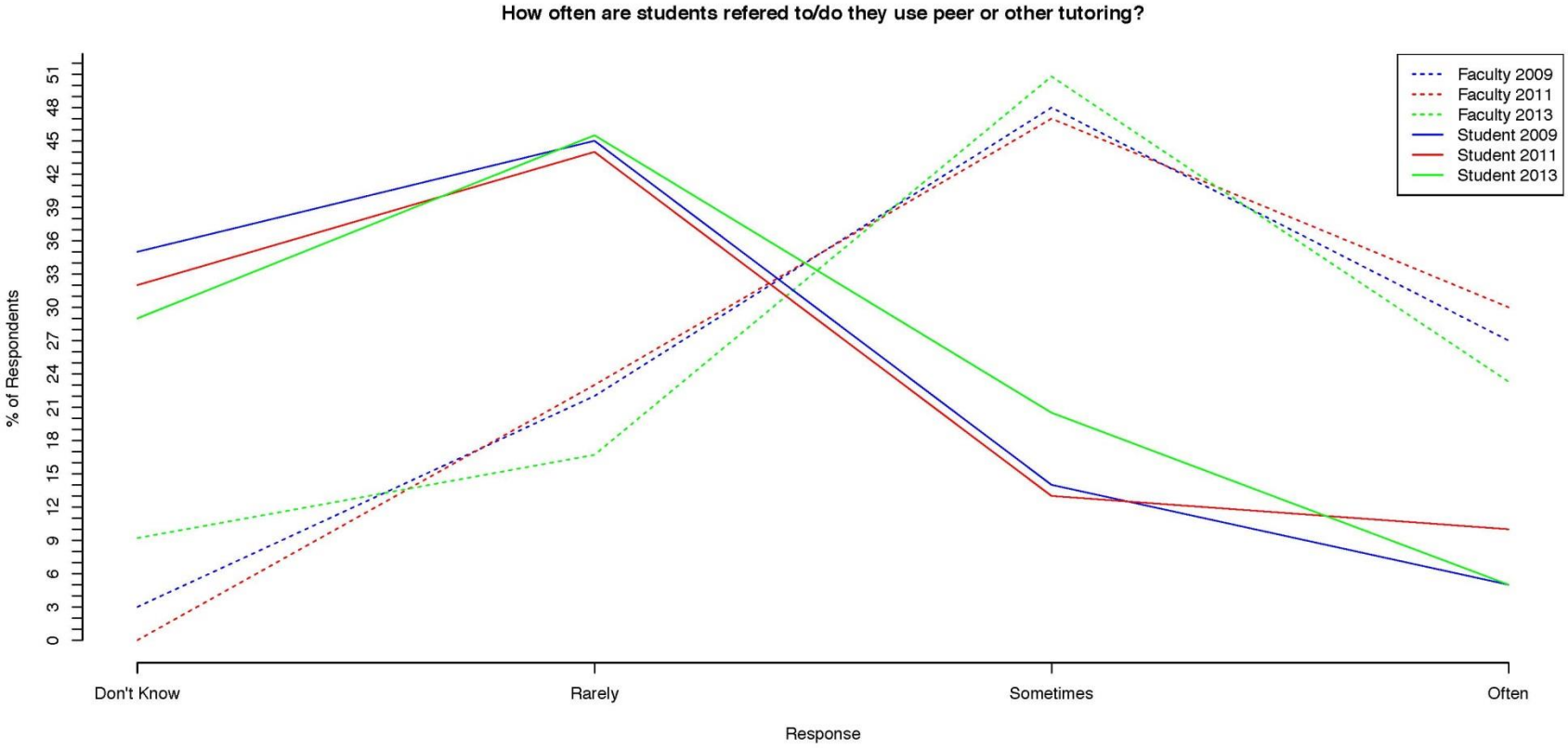

How often do students discuss ideas/readings from class with others outside of class?
% of Respondents
0 2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

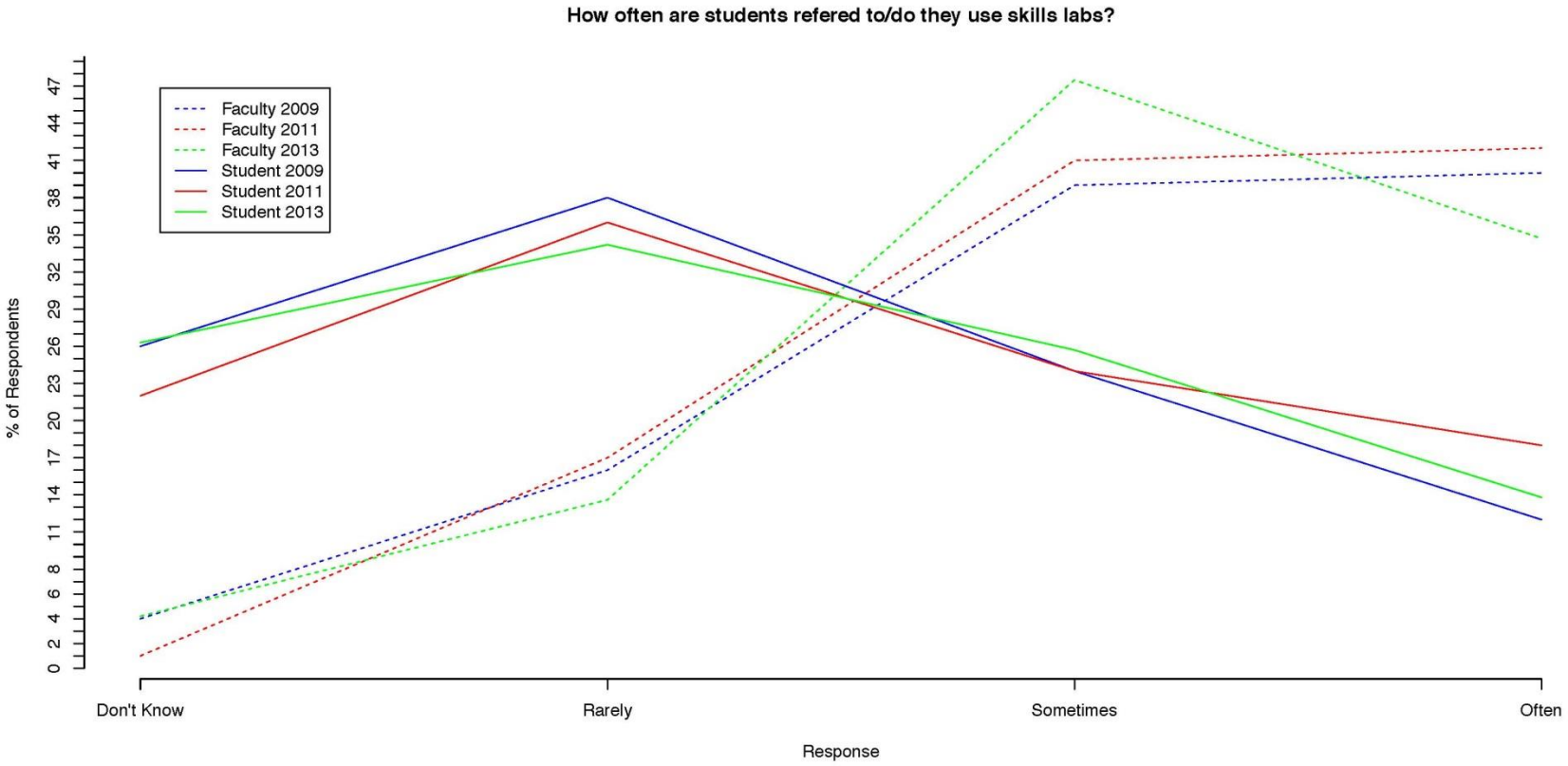

How often do students prepare multiple drafts of a paper or assignment before submitting it?
% of Respondents
2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44 47 50
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

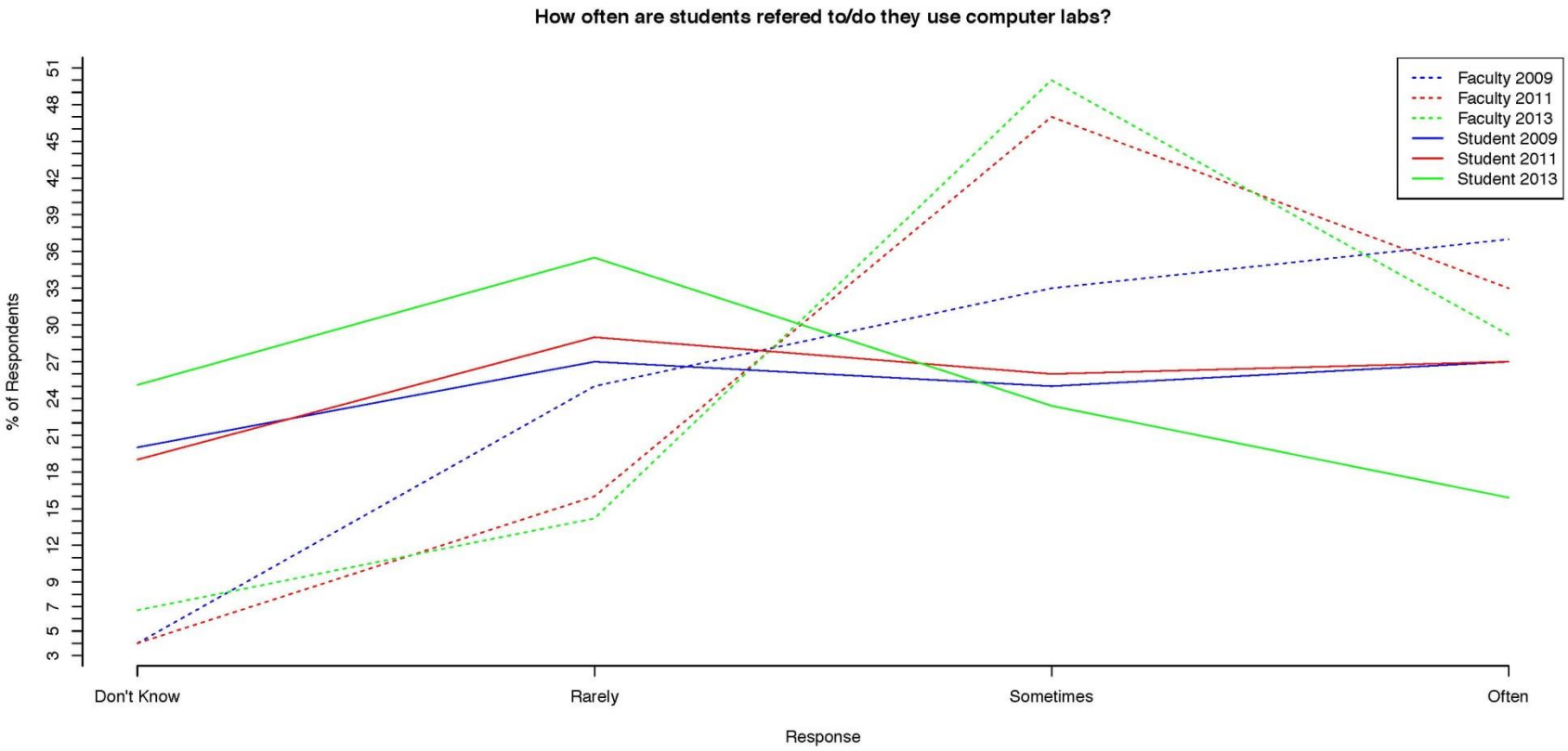

How often do students work on a paper/project requiring integration of ideas/information from various sources?
% of Respondents
0
2
4
6
8
10
13
16
19
22
25
28
31
34
37
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

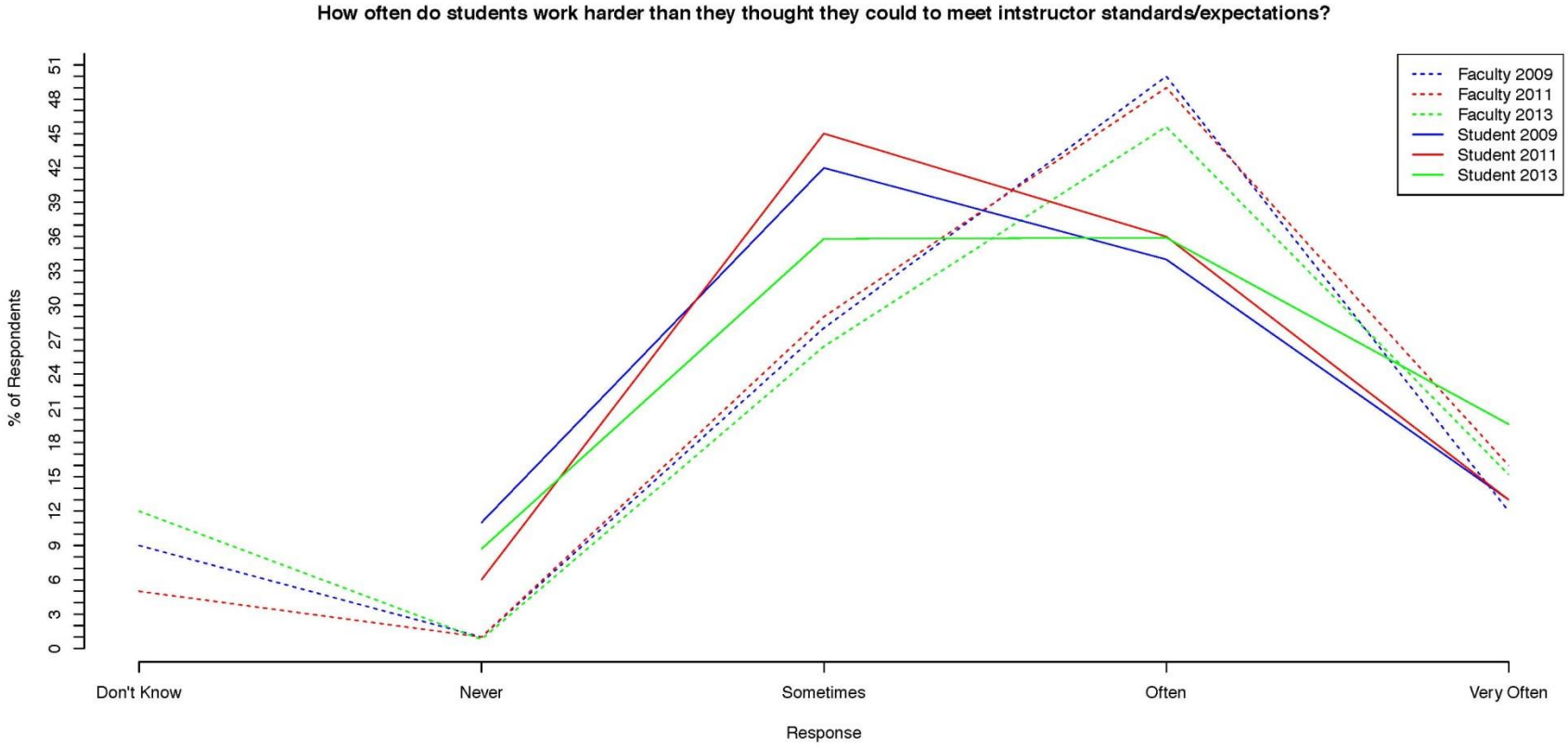

How often do students come to class without completing readings or assignments?
% of Respondents
0 3 6 9 13 17 21 25 29 33 37 41 45 49 53 57 61 65
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

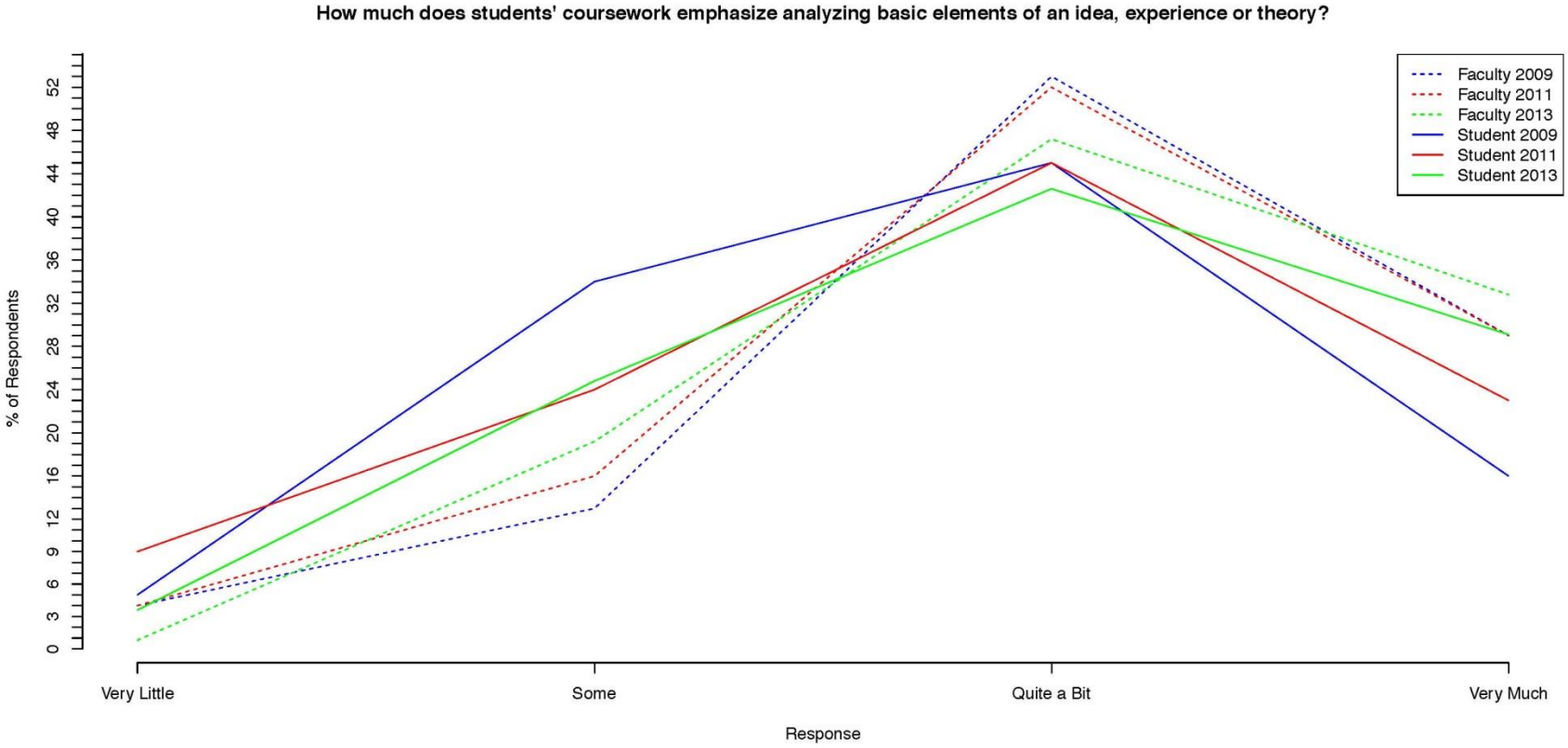

How many hours do students spend preparing for class in a typical week
% of Respondents
0
3
6
9
12
15
18
21
24
27
30
33
36
39
42
45
48
51
None
1 to 5
6 to 10
11 to 20
21 to 30
More than 30
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

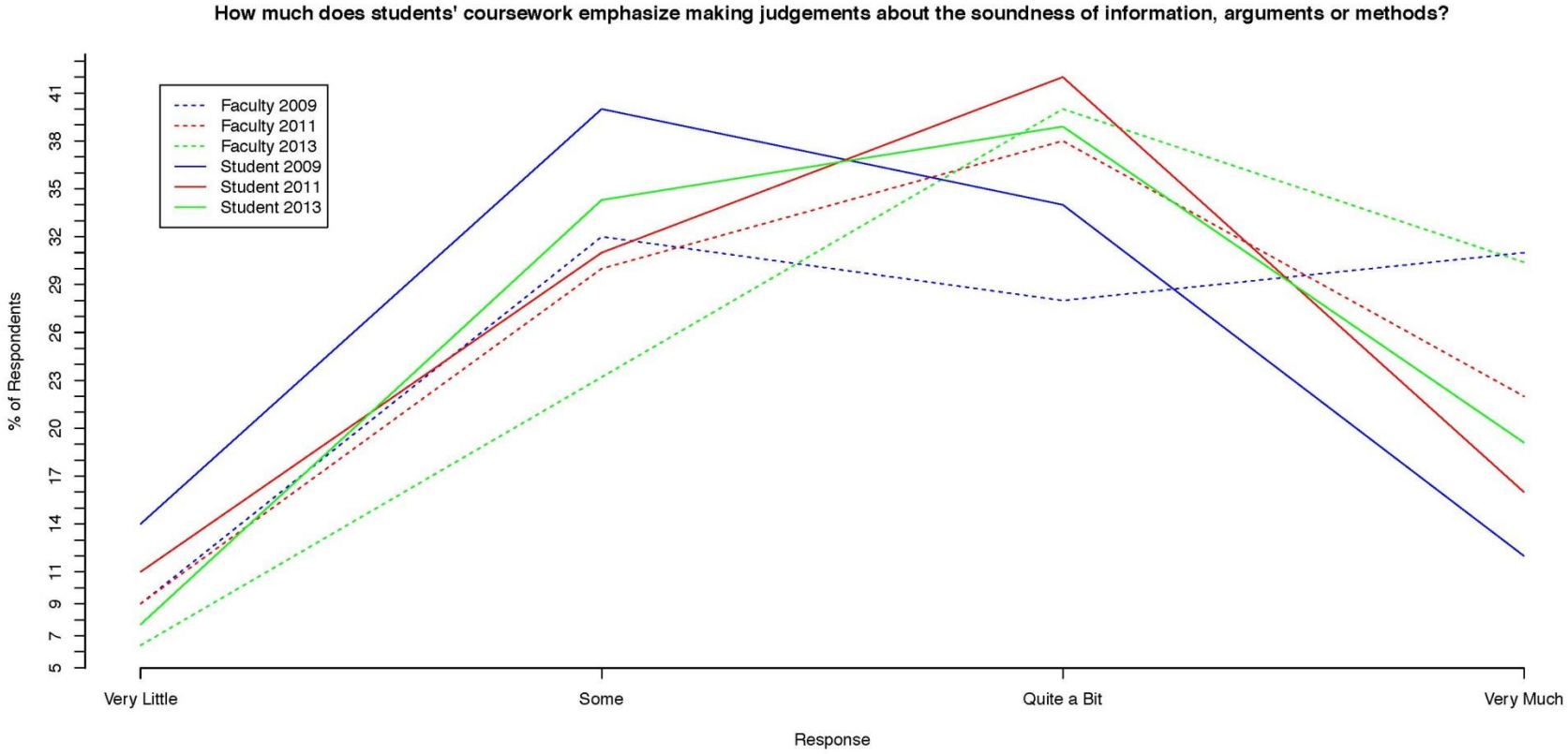

How often are students refered to/do they use peer or other tutoring?
% of Respondents
0
3
6
9
12
15
18
21
24
27
30
33
36
39
42
45
48
51
Don't Know
Rarely
Sometimes
Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

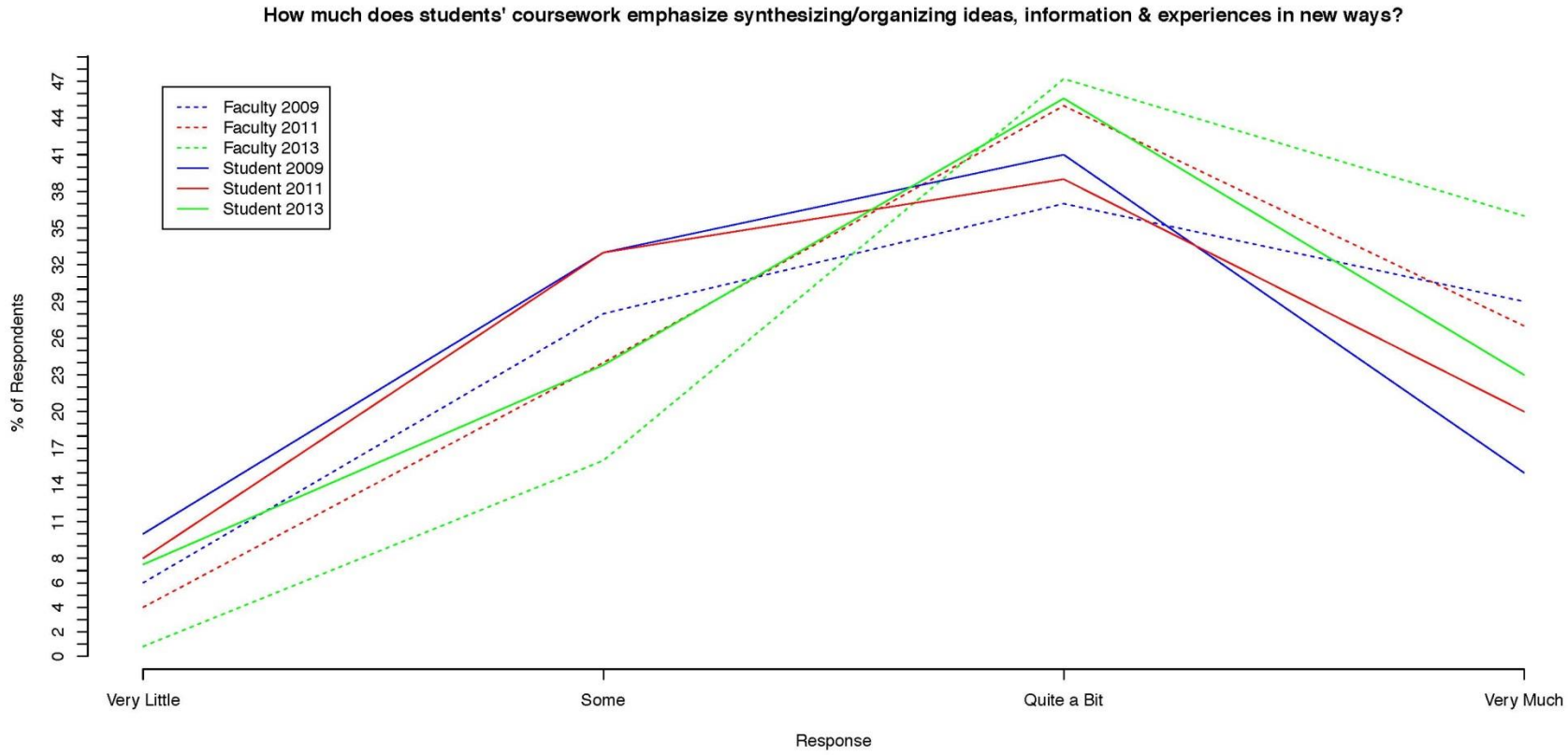

How often are students refered to/do they use skills labs?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0 2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44 47
Don't Know
Rarely
Sometimes
Often
Response

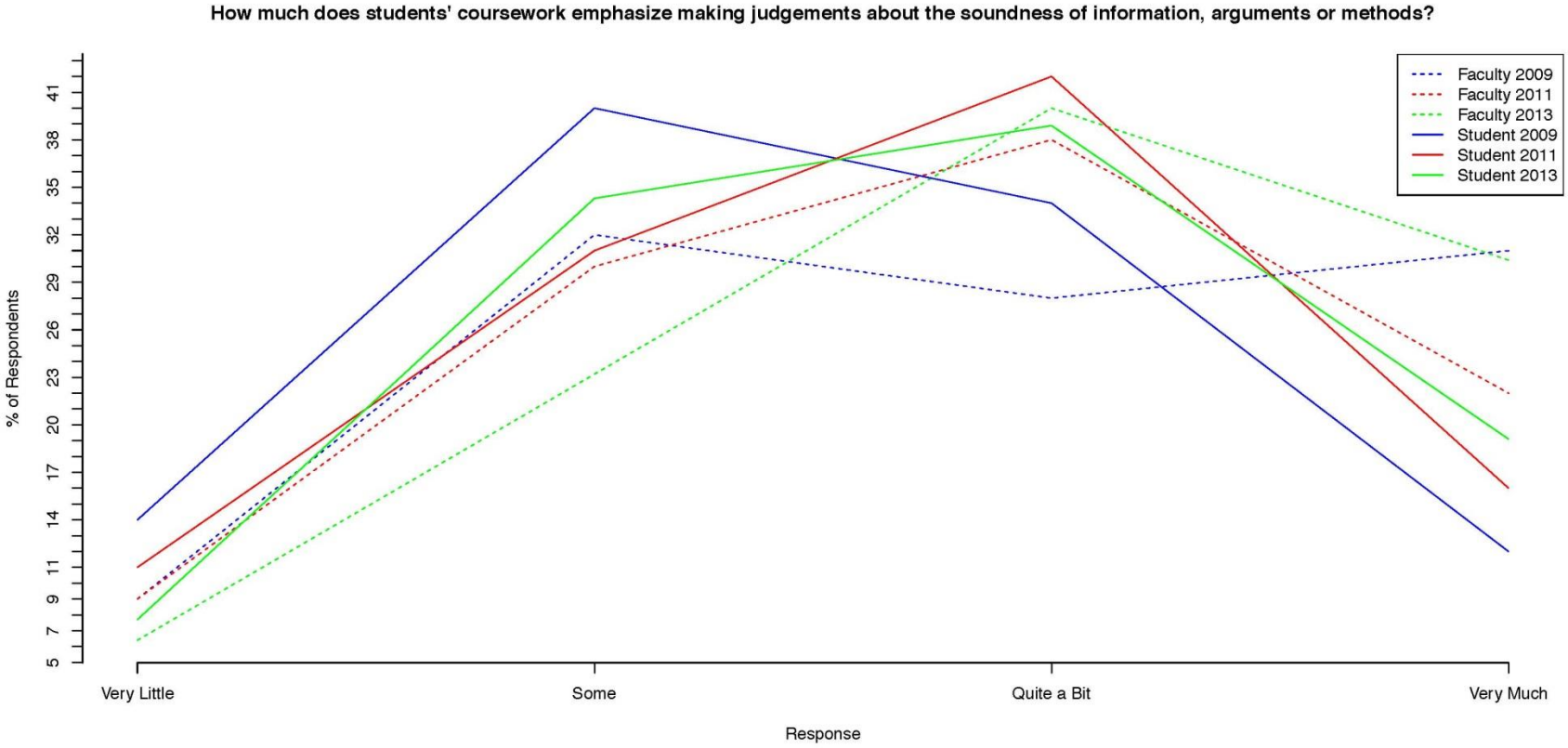

How often are students refered to/do they use computer labs?
% of Respondents
3
5
7
9
12
15
18
21
24
27
30
33
36
39
42
45
48
51
Don't Know
Rarely
Sometimes
Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

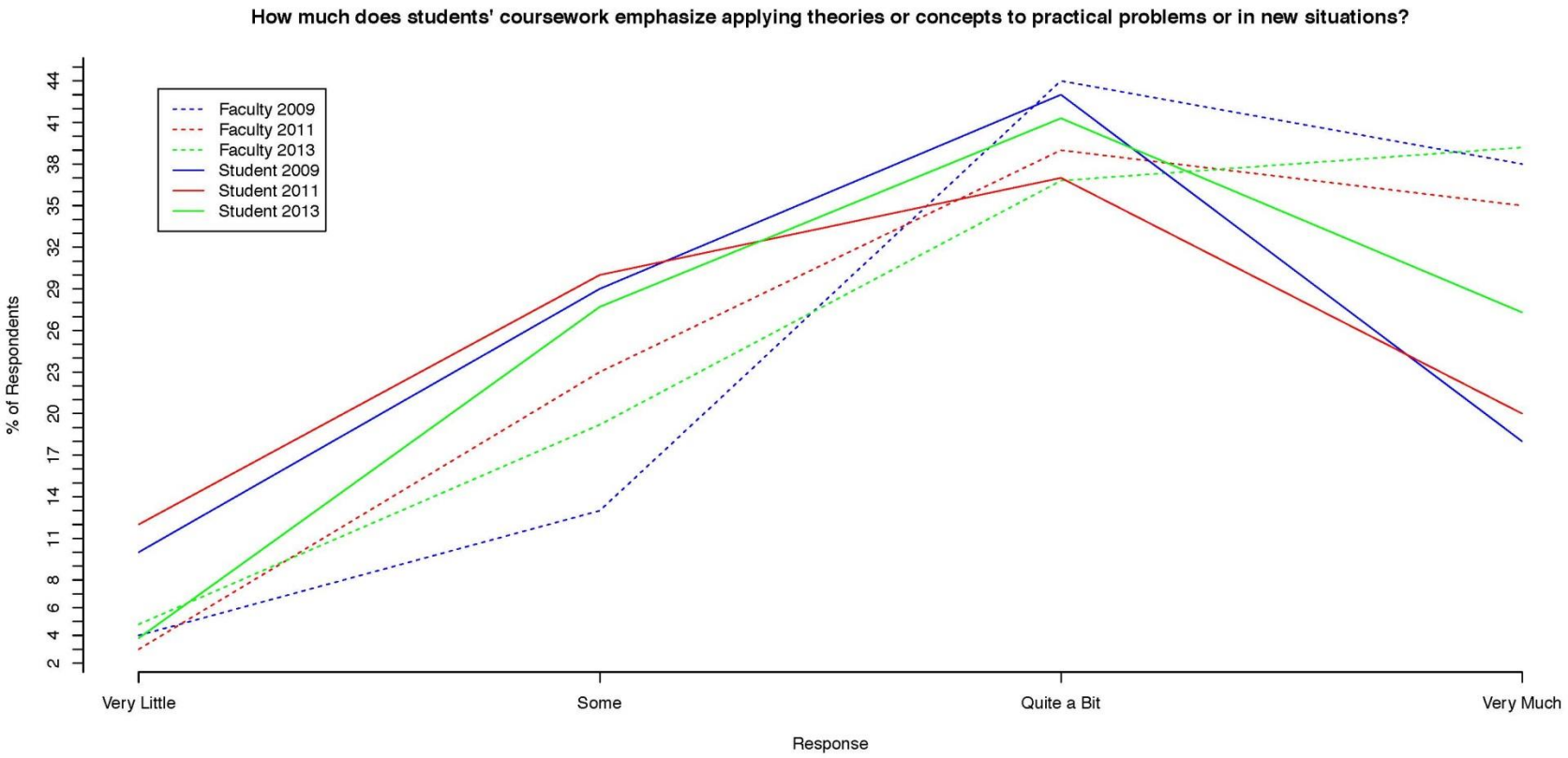

How often do students work harder than they thought they could to meet intstructor standards/expectations?
% of Respondents
0
3
6
9
12
15
18
21
24
27
30
33
36
39
42
45
48
51
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
Don't Know
Never
Sometimes
Often
Very Often
Response

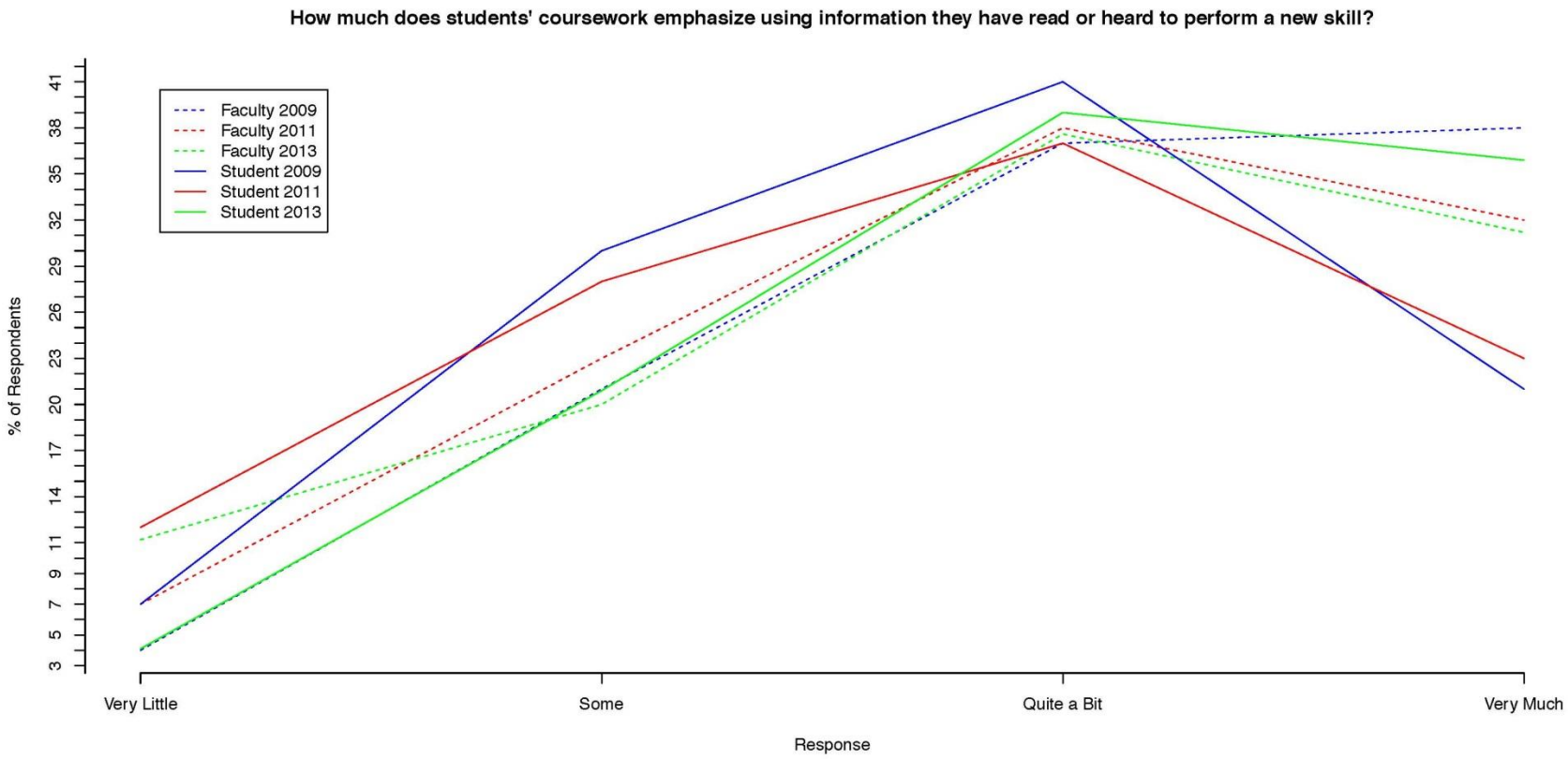

How much does students' coursework emphasize analyzing basic elements of an idea, experience or theory?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
Very Little
Some
Quite a Bit
Very Much
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

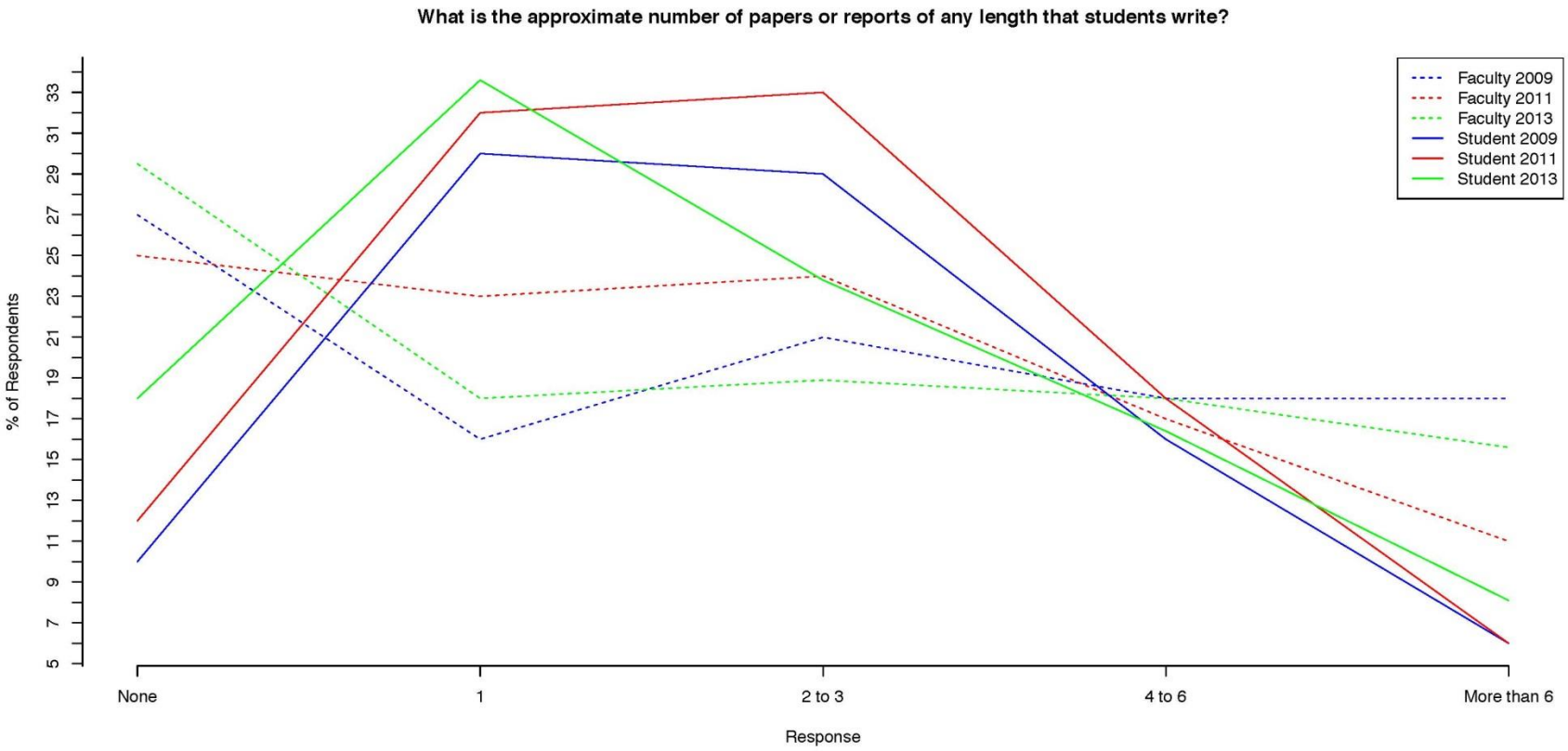

How much does students' coursework emphasize making judgements about the soundness of information, arguments or methods?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
5
7
9
11
14
17
20
23
26
29
32
35
38
41
Very Little
Some
Quite a Bit
Very Much
Response

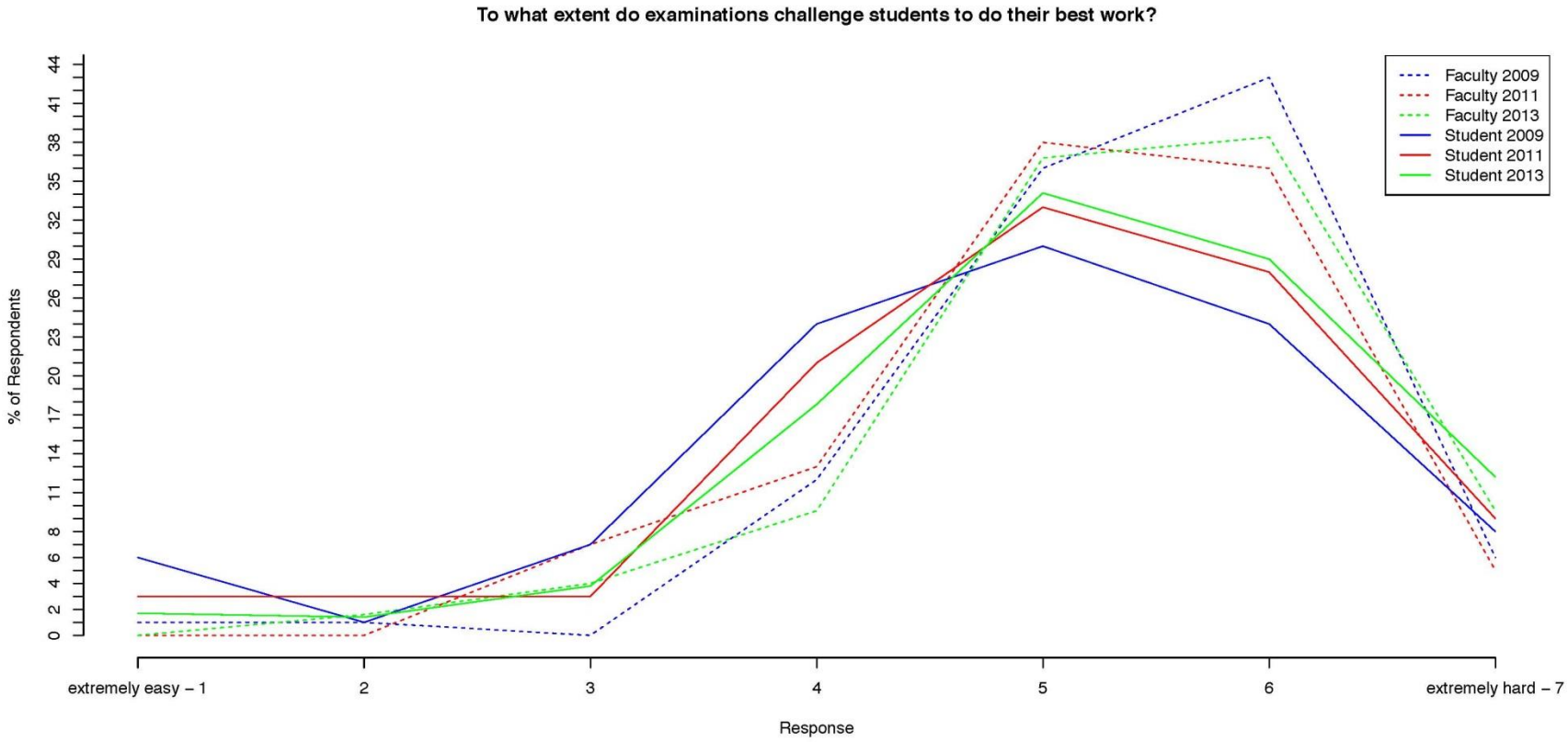

How much does students' coursework emphasize synthesizing/organizing ideas, information & experiences in new ways?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0 2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44 47
Very Little
Some
Quite a Bit
Very Much
Response

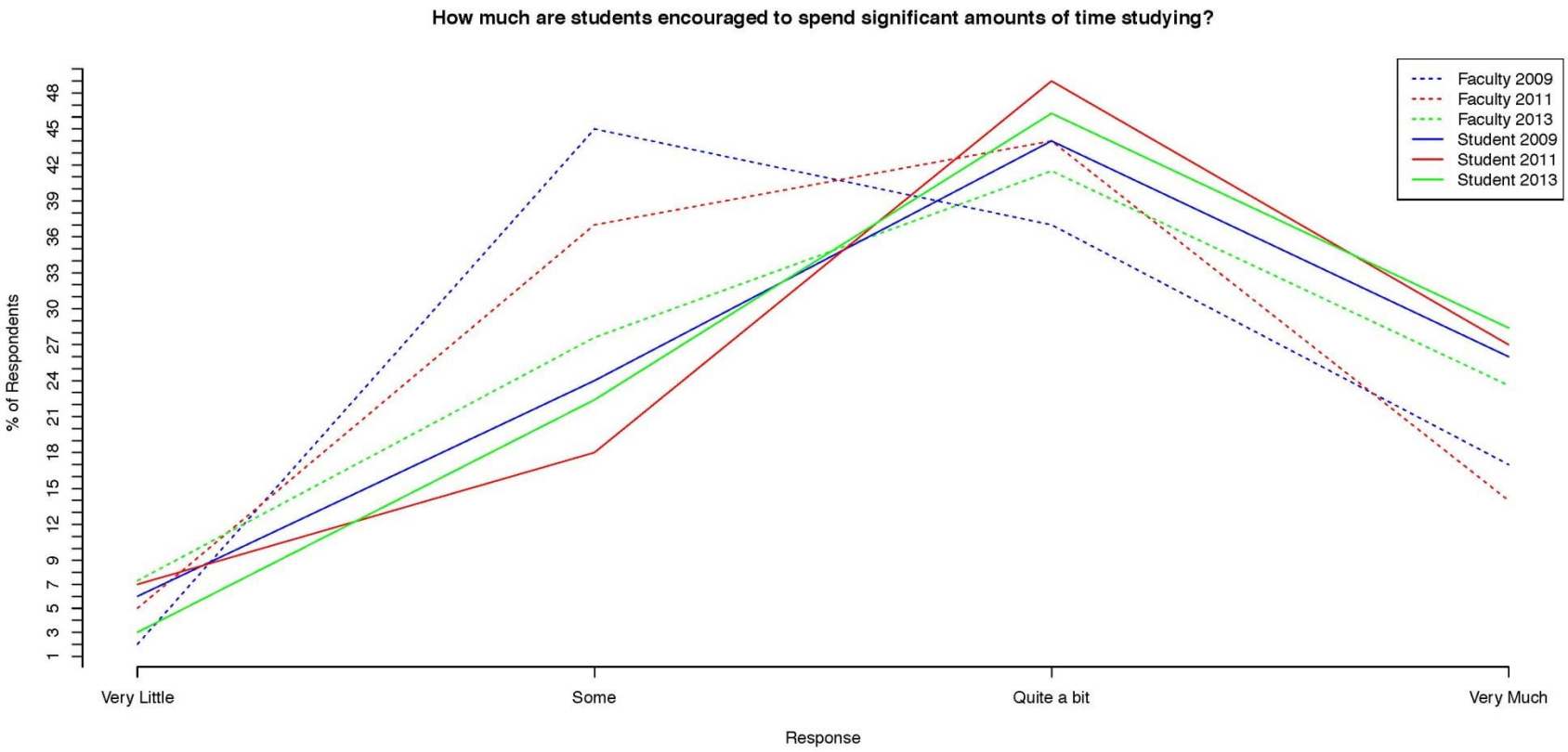

How much does students' coursework emphasize making judgements about the soundness of information, arguments or methods?
% of Respondents
5
7
9
11
14
17
20
23
26
29
32
35
38
41
Very Little
Some
Quite a Bit
Very Much
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

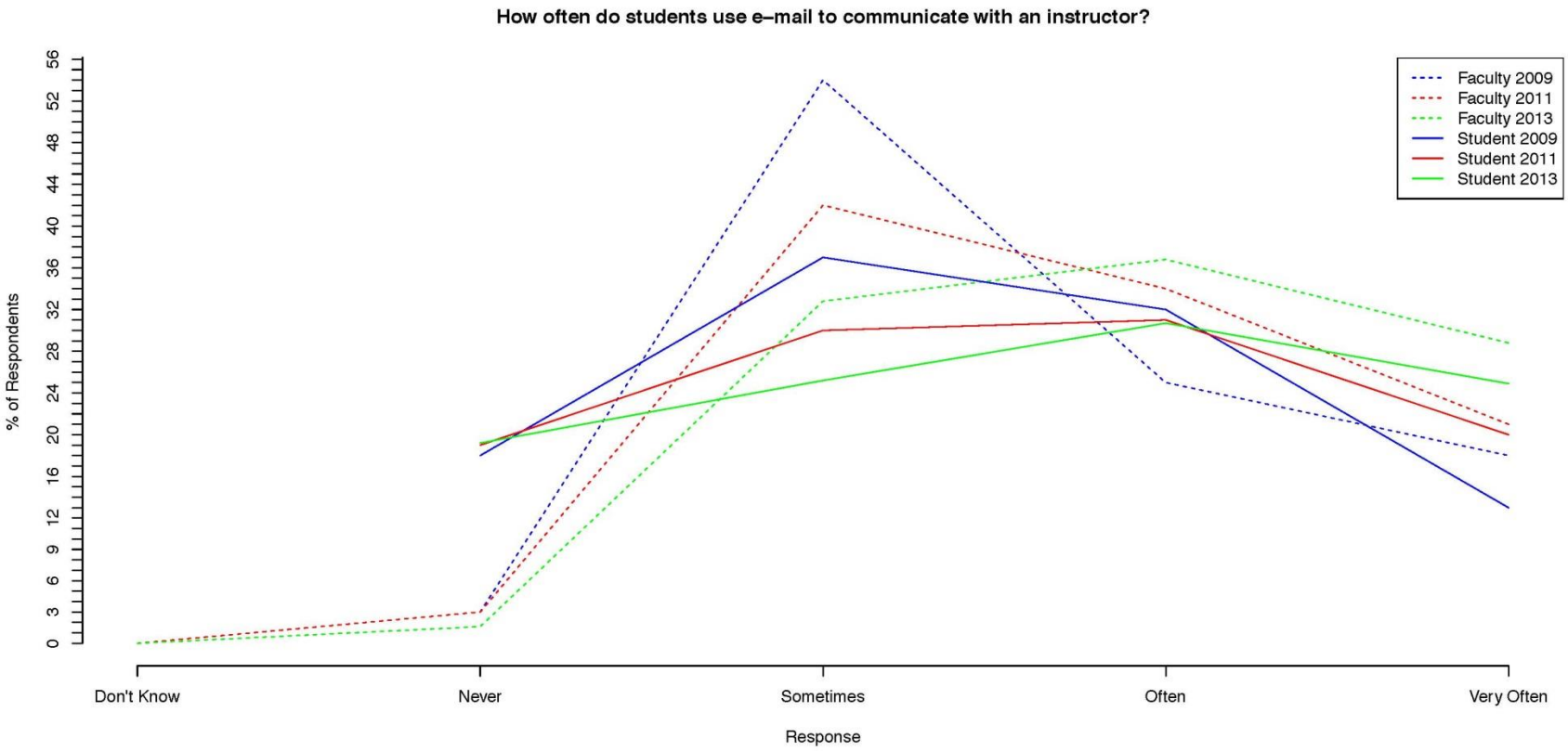

How much does students' coursework emphasize applying theories or concepts to practical problems or in new situations?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
2
4
6
8
11
14
17
20
23
26
29
32
35
38
41
44
Very Little
Some
Quite a Bit
Very Much
Response

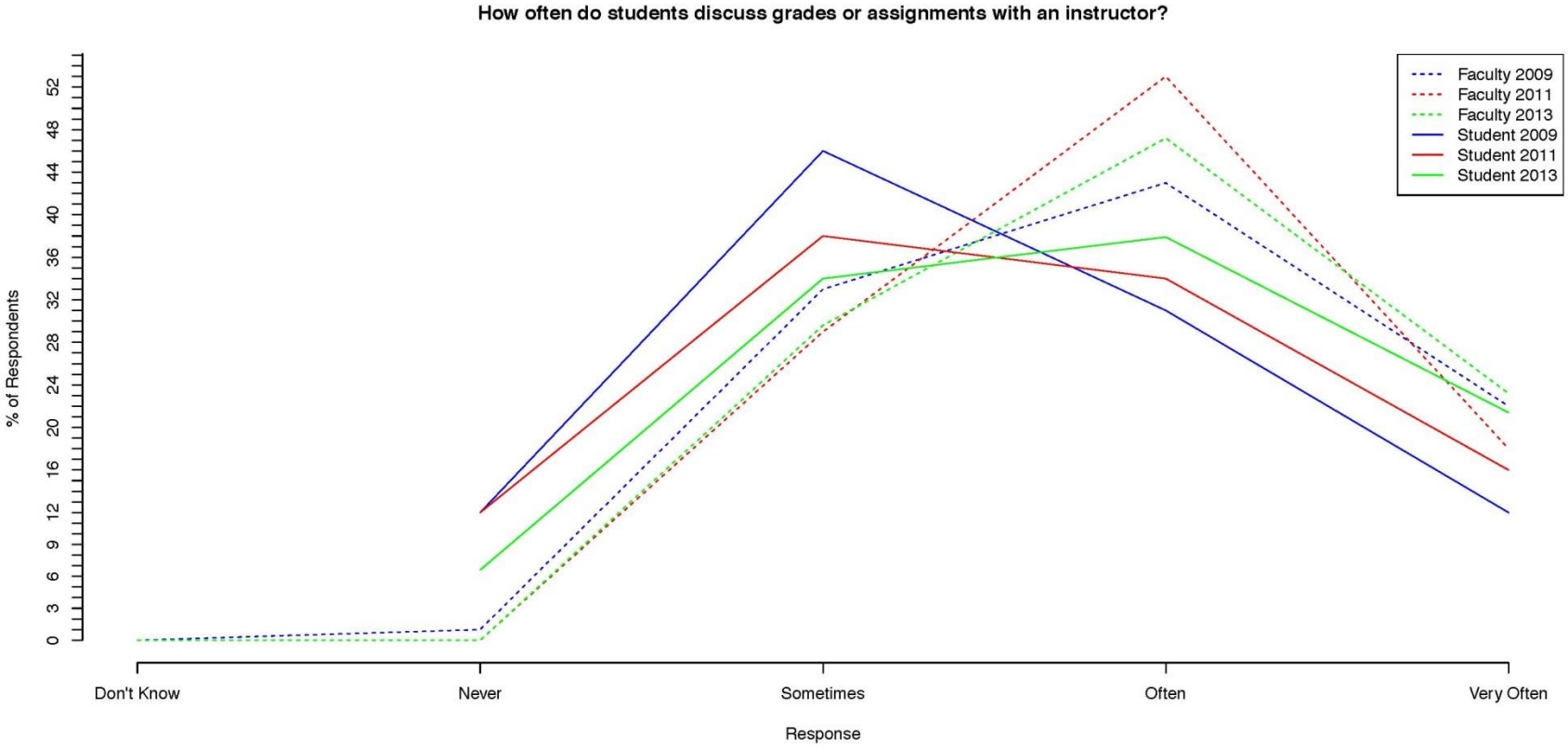

How much does students' coursework emphasize using information they have read or heard to perform a new skill?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
3
5
7
9
11
14
17
20
23
26
29
32
35
38
41
Very Little
Some
Quite a Bit
Very Much
Response

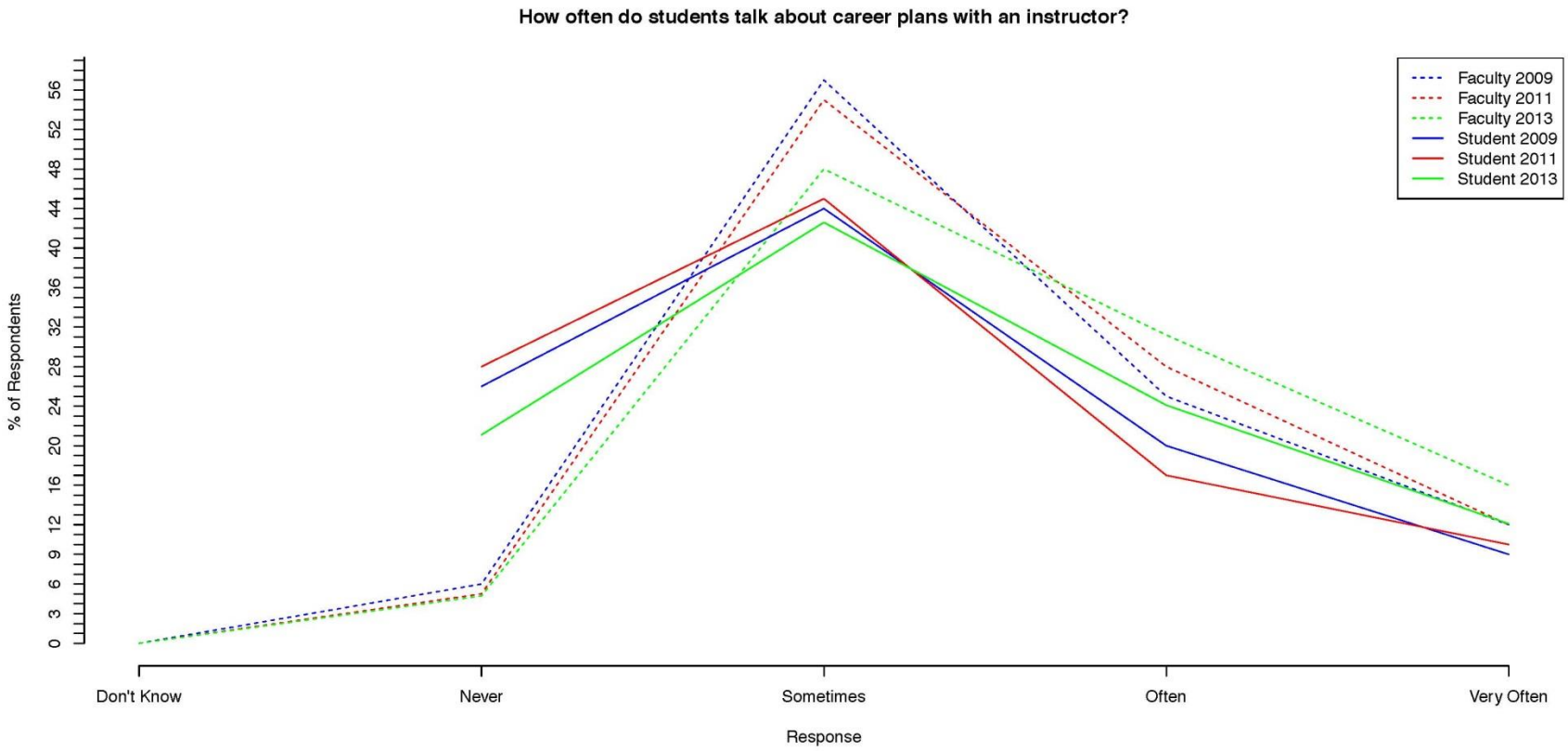

What is the approximate number of papers or reports of any length that students write?
% of Respondents
5
7
9
11
13
15
17
19
21
23
25
27
29
31
33
None
1
2 to 3
4 to 6
More than 6
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

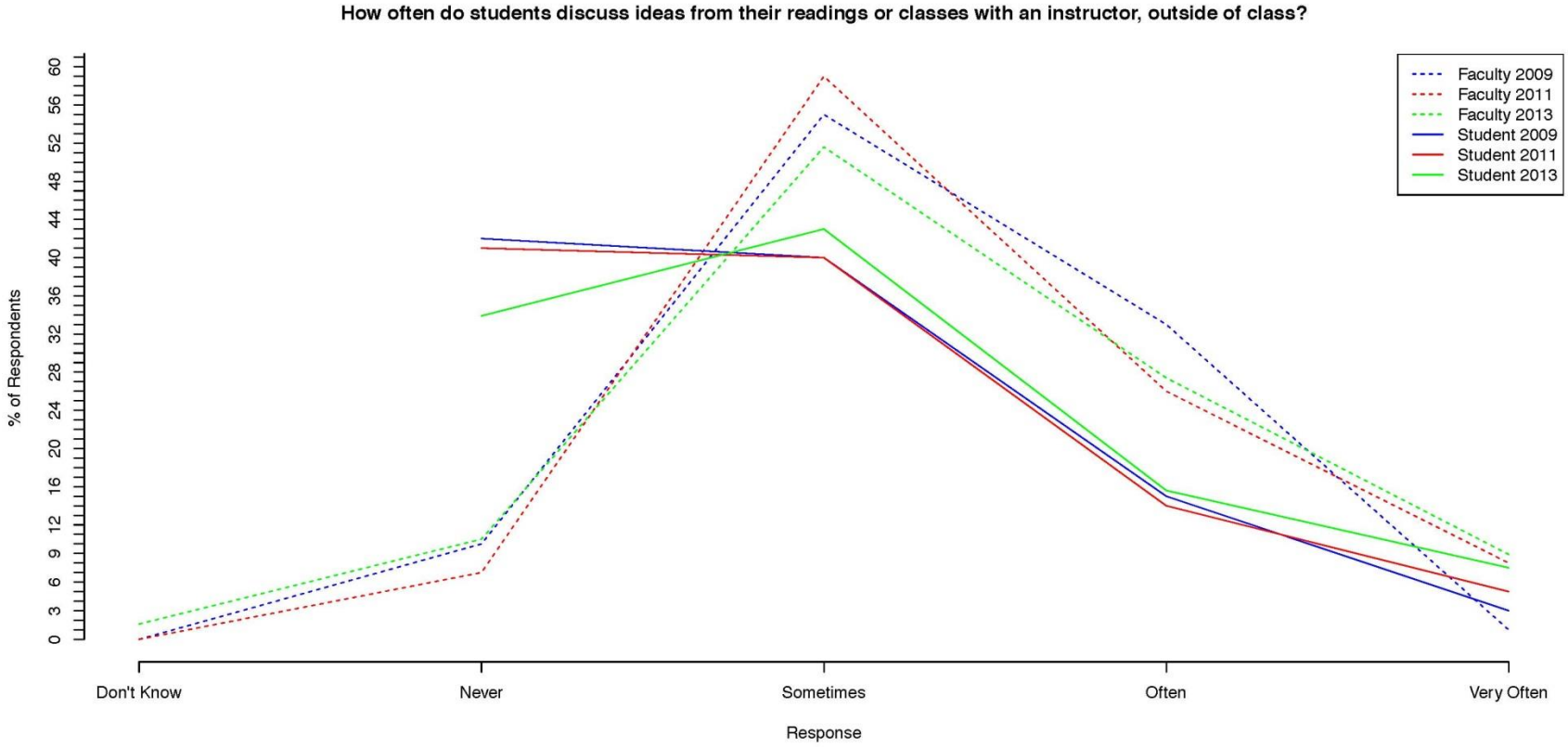

To what extent do examinations challenge students to do their best work?
% of Respondents
0
2
4
6
8
11
14
17
20
23
26
29
32
35
38
41
44
extremely easy – 1
2
3
4
5
6
extremely hard – 7
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

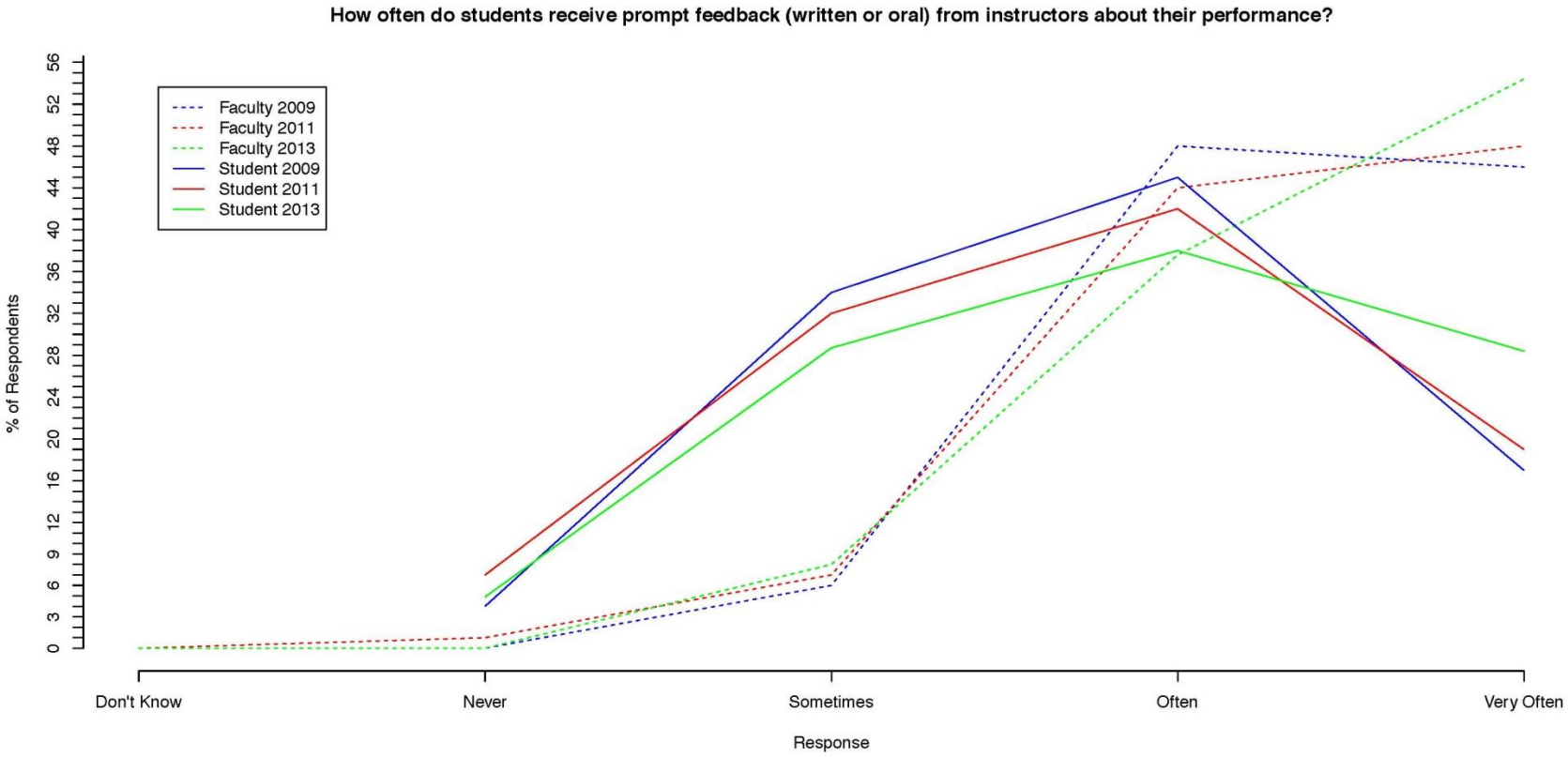

How much are students encouraged to spend significant amounts of time studying?
% of Respondents
1 3 5 7 9 12 15 18 21 24 27 30 33 36 39 42 45 48
Very Little
Some
Quite a bit
Very Much
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

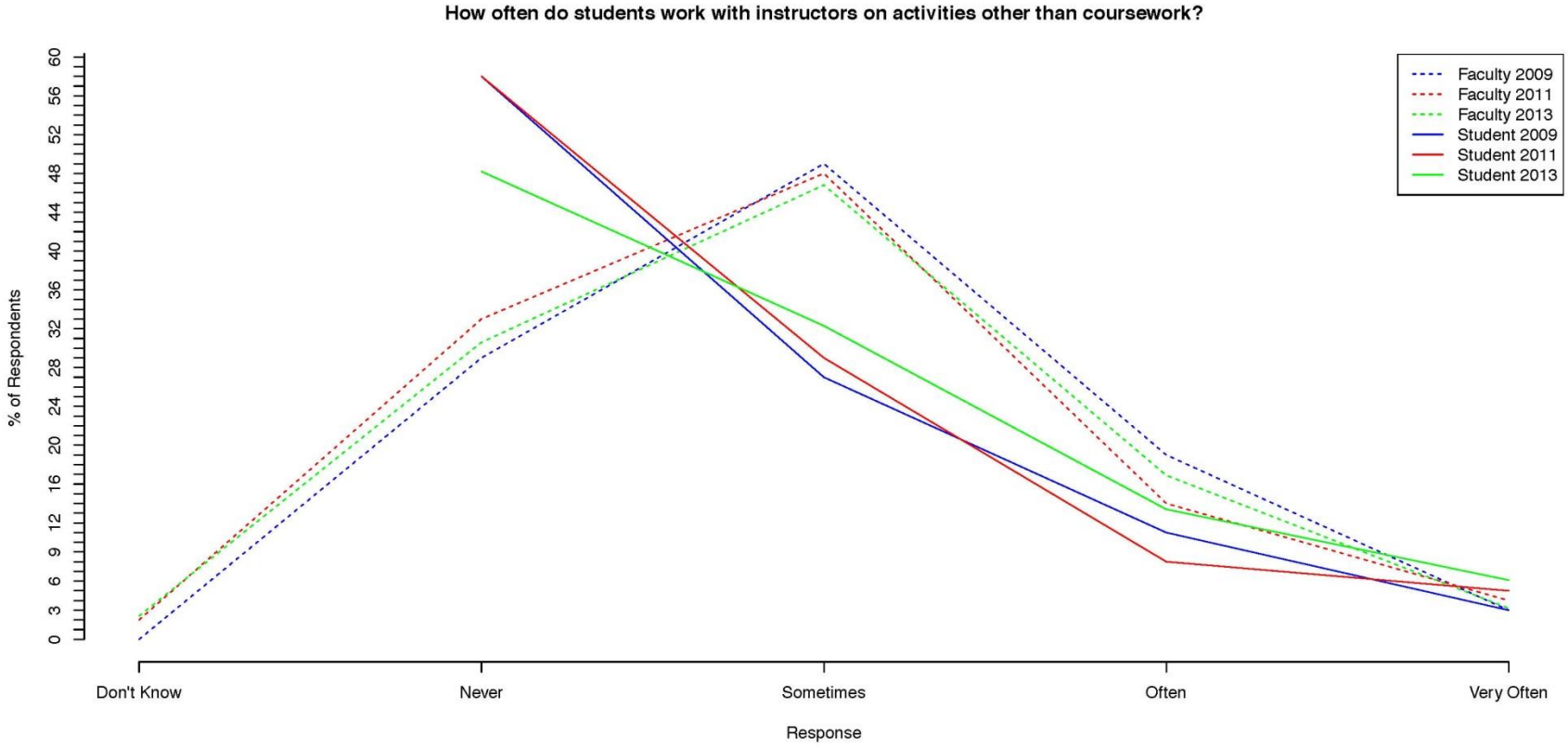

How often do students use e–mail to communicate with an instructor?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
56
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
Don't Know
Never
Sometimes
Often
Very Often
Response

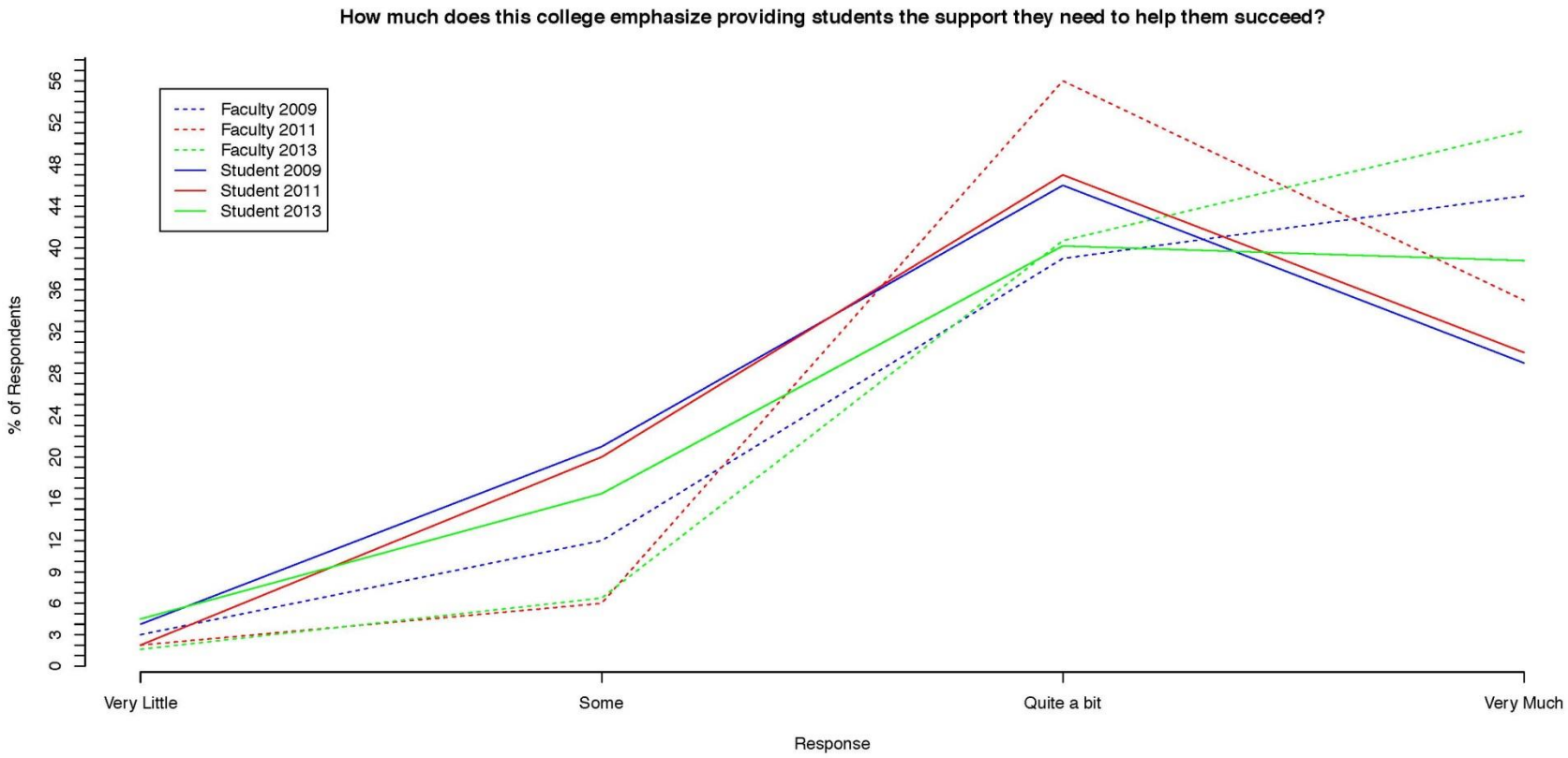

How often do students discuss grades or assignments with an instructor?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
Don't Know
Never
Sometimes
Often
Very Often
Response

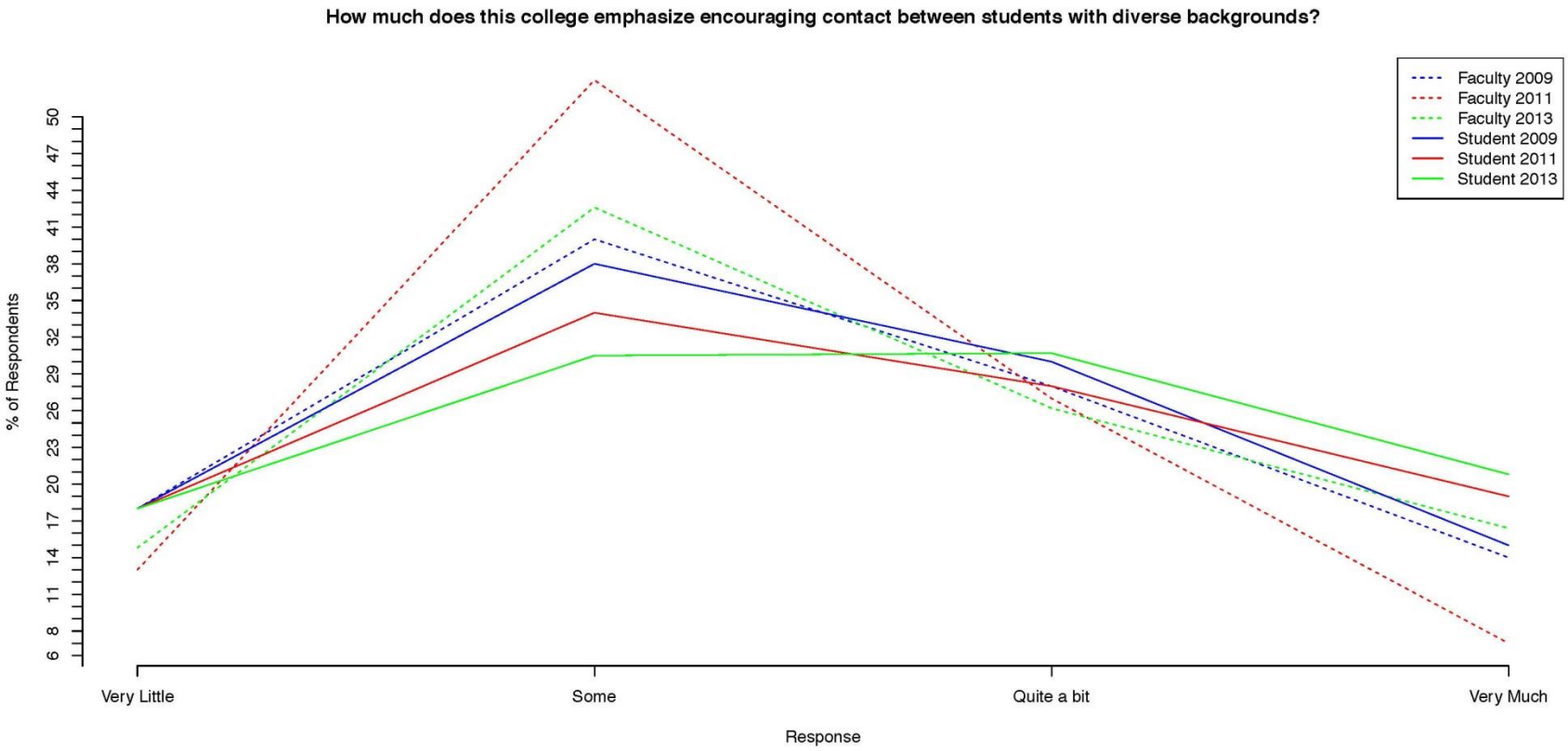

How often do students talk about career plans with an instructor?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
56
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

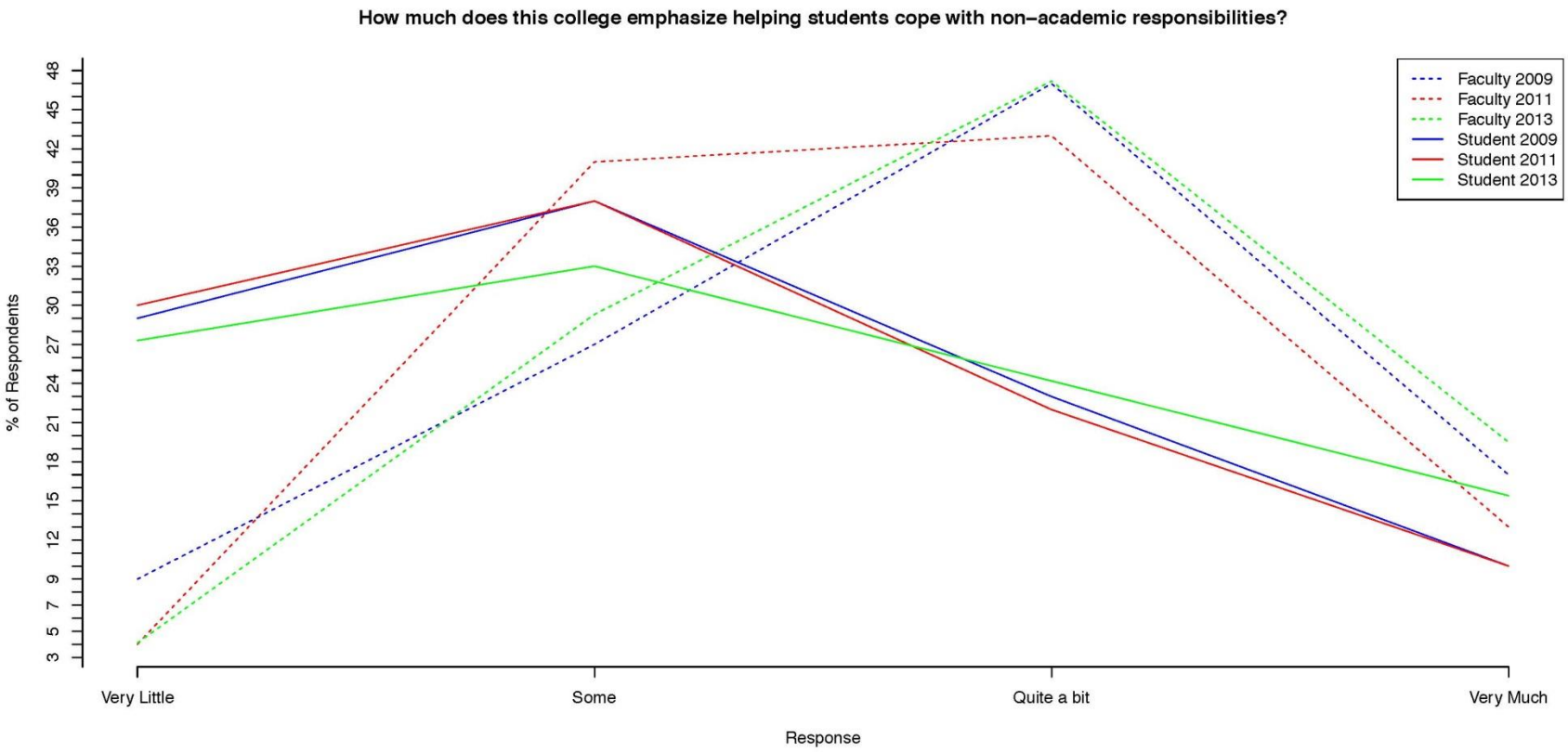

How often do students discuss ideas from their readings or classes with an instructor, outside of class?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
56
60
Don't Know
Never
Sometimes
Often
Very Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013

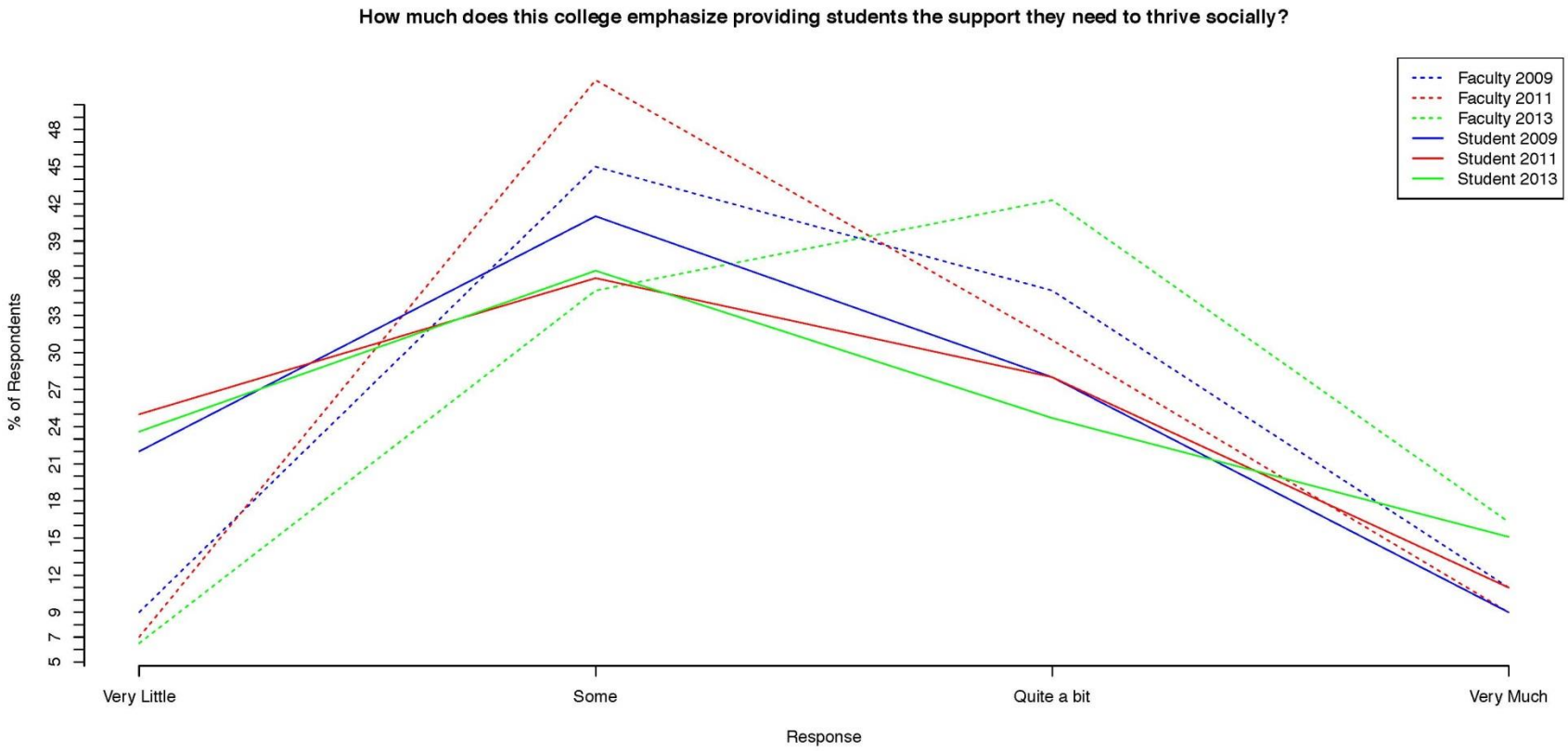

How often do students receive prompt feedback (written or oral) from instructors about their performance?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
56
Don't Know
Never
Sometimes
Often
Very Often
Response

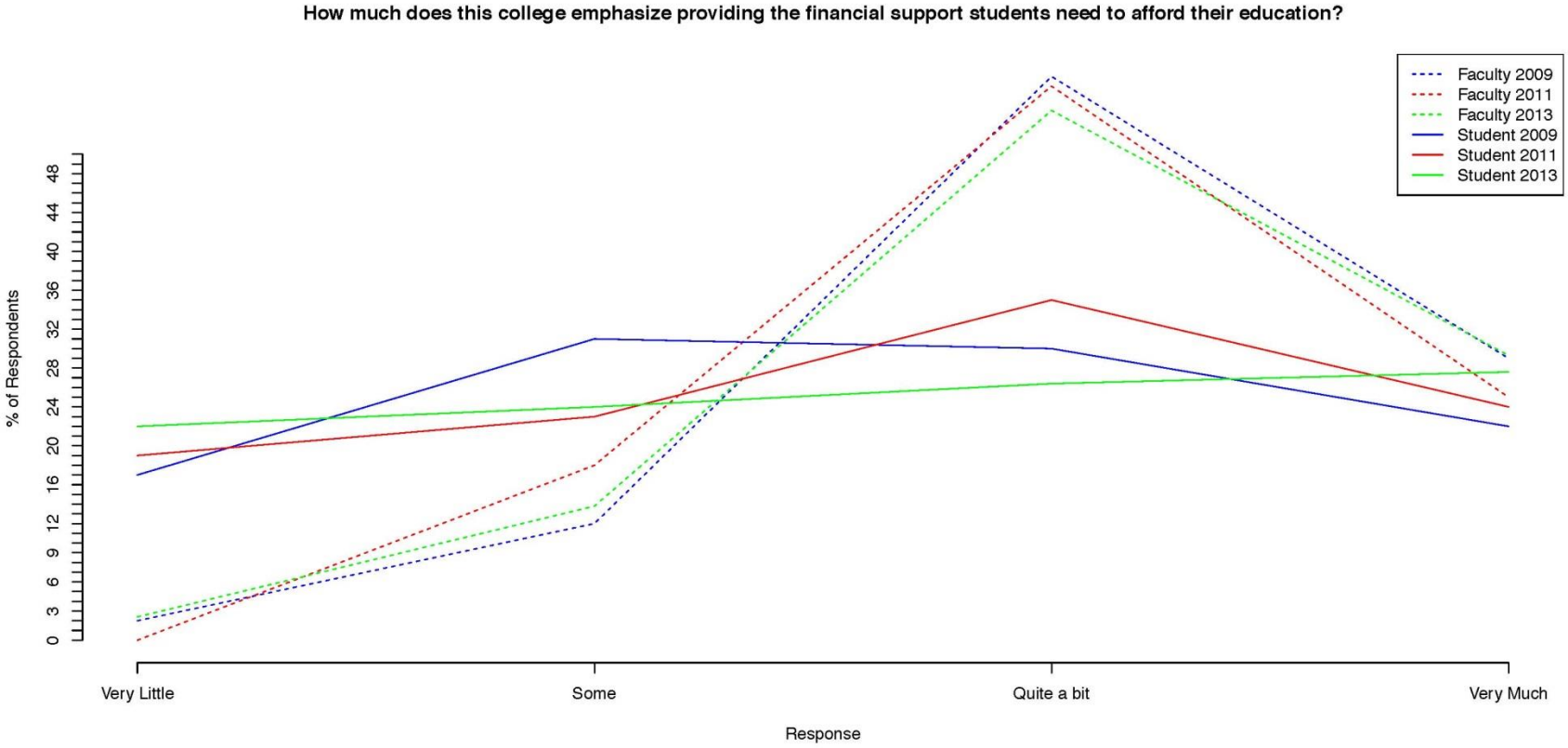

How often do students work with instructors on activities other than coursework?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
56
60
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
Don't Know
Never
Sometimes
Often
Very Often
Response

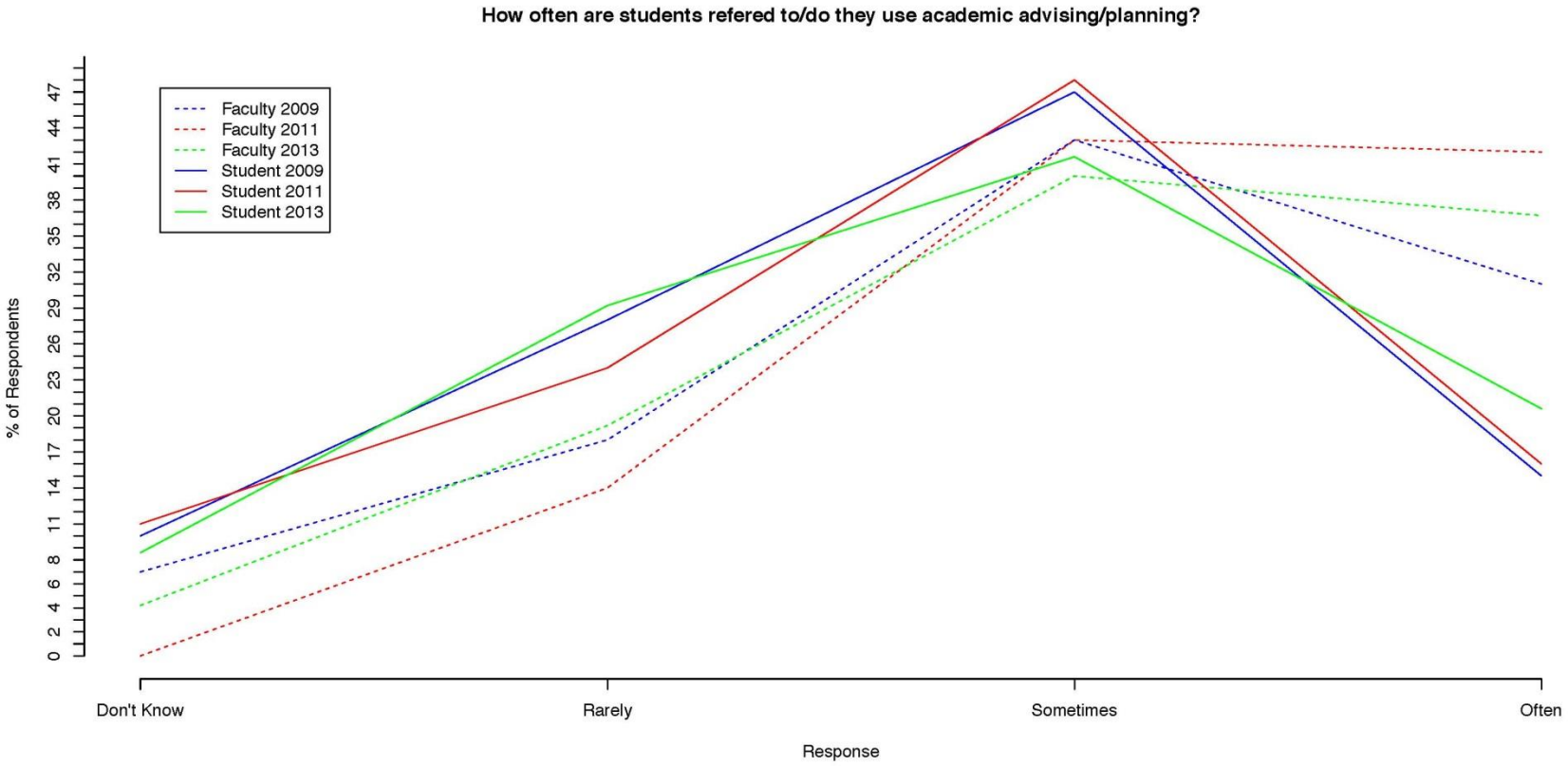

How much does this college emphasize providing students the support they need to help them succeed?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
56
Very Little
Some
Quite a bit
Very Much
Response

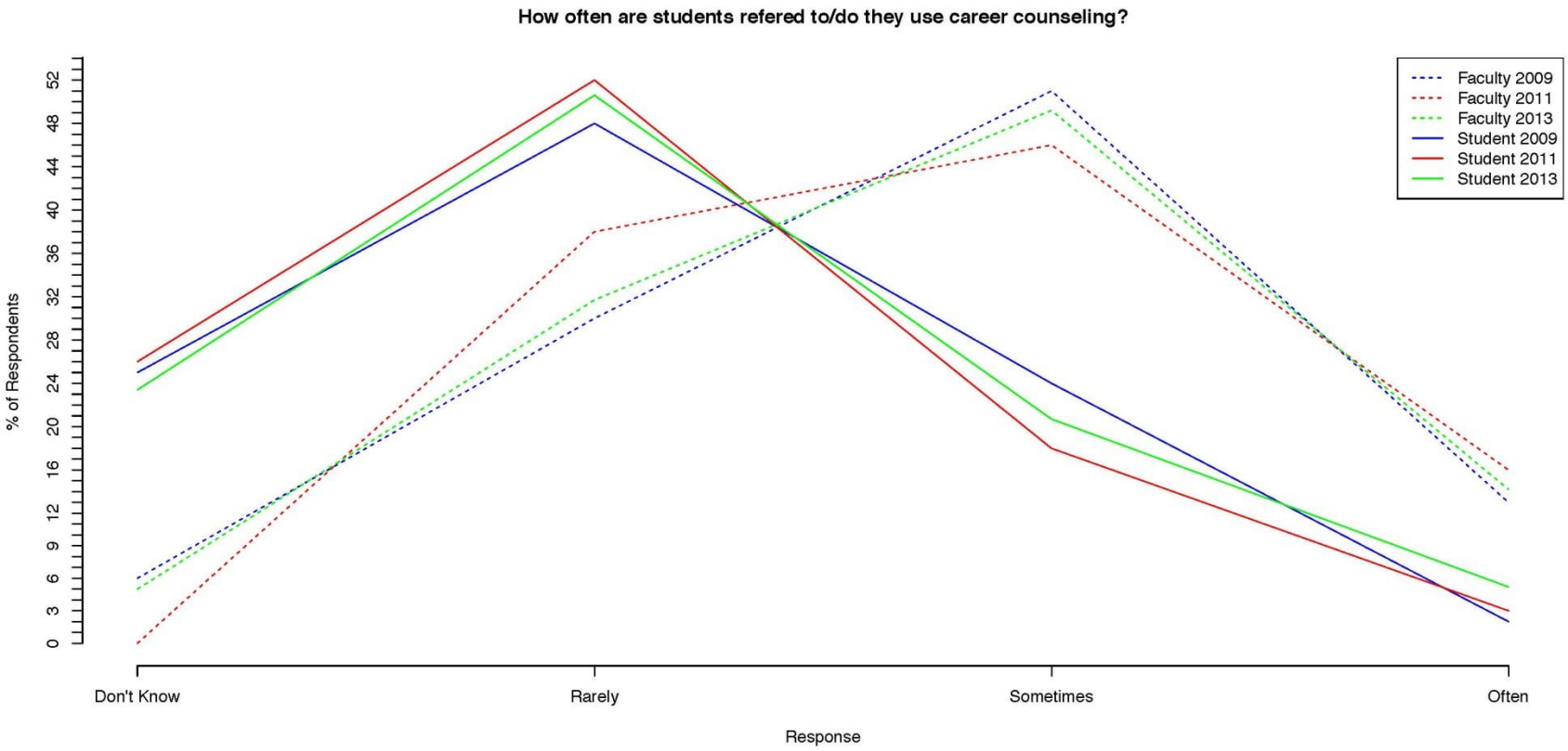

How much does this college emphasize encouraging contact between students with diverse backgrounds?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
6
8
11
14
17
20
23
26
29
32
35
38
41
44
47
50
Very Little
Some
Quite a bit
Very Much
Response


How much does this college emphasize helping students cope with non−academic responsibilities?
% of Respondents
3 5 7 9 12 15 18 21 24 27 30 33 36 39 42 45 48
Very Little
Some
Quite a bit
Very Much
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013


How much does this college emphasize providing students the support they need to thrive socially?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
5
7
9
12
15
18
21
24
27
30
33
36
39
42
45
48
Very Little
Some
Quite a bit
Very Much
Response


How much does this college emphasize providing the financial support students need to afford their education?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
Very Little
Some
Quite a bit
Very Much
Response


How often are students refered to/do they use academic advising/planning?
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013
% of Respondents
0 2 4 6 8 11 14 17 20 23 26 29 32 35 38 41 44 47
Don't Know
Rarely
Sometimes
Often
Response


How often are students refered to/do they use career counseling?
% of Respondents
0
3
6
9
12
16
20
24
28
32
36
40
44
48
52
Don't Know
Rarely
Sometimes
Often
Response
Faculty 2009
Faculty 2011
Faculty 2013
Student 2009
Student 2011
Student 2013